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The educational revolution and modern society II

New deal for the marginal majority

The part that education can play in the reindustrialization of Britain's political economy, in particular the necessarily incestuous relationship between higher education and high-technology industry, is easy to accept if difficult to implement. But the part that education must play in the remoralization of British society has barely been glimpsed. Indeed the very idea appears to some a dangerously waffly and even sentimental distraction from the main thrust of educational change towards the reinforcement of (mainly vocational and technological) expertise.

Yet if last week's analysis is accepted reindustrialization and remoralization are parts of the same process of rebuilding modern society. If the present shift towards a kind of atavistic unreality in public life is evidence of a threat "to repeal the educational revolution" and so to disarrange that configuration of beliefs and practices typical of a modern and liberal society, the role of the education system as a source of authentic and engaging values is as important as its capacity to act as an instrument of socio-economic change. Indeed it can be argued that education can only be effective as such an instrument if it is equally successful in establishing firmly those values [illegible] and through them [illegible]

[illegible] process of reindustrialization [illegible] are particularly influential. In the former process they are both the final formers of the division of labour [illegible] so highly important in fixing social [illegible] and in the latter they form the cognitive and cultural mirror in which we remember our past, experience our present, and shrink from the future. If the mirror is cloudy and opaque because higher education generally regards knowledge as a product rather than a process, then the task of remoralization is arguably more urgent and more basic than that of reindustrialization.

Indeed there is a strong case for believing that Britain is as well equipped as many nations for this latter task, but that the former we barely acknowledge and so fail to accomplish. The trouble with secondary schools, for instance, is probably not that they are less good either than schools once were (whatever nostalgia for the grammar schools may suggest) or than schools in rival nations, but that our public culture makes it difficult to organize the effective social and economic use of what the schools have actually achieved with individual pupils (although this post-school failure eventually and inevitably is communicated back into the culture of the schools). Similarly there is probably much less wrong with Britain's scientists and engineers (and civil servants and bankers?) than there is with the intellectual and social environment in which they must try to realize their talents.

Schools, colleges and universities bear some responsibility for both aspects, the technical/instrumental and the intellectual/normative. So any strategy for renewal, or reversal, must address the demands of both reindustrialization and remoralization. For if the latter is entirely subordinated to the former the "technical" problems of Britain's political economy will continue to be solved with fair success while the "cultural" problems will still be ignored. The unfortunate result will be that these technical solutions will not only not be properly rooted in corresponding social and intellectual advances but may even be undermined by contrary movements.

So any strategy must also be comprehensive. It must be as concerned, or according to my previous analysis even more concerned, with the remoralization of the mass as of the *elite*. *It must embrace not just those* who pass through higher and further education to later form the administrative and technical cadres of British society but also, so far as possible, all citizens. In a society with strong democratic institutions and a persuasive mass culture higher education's graduates must operate in an environment deeply influenced by other "graduates" from dead-end jobs, Manpower Services Commission make-work programmes and the dole queue.

Yet it is precisely in this area of the education, or non-education, of 16 to 19-year-olds that there is today most ferment and so possibility of progress. It is here that the threatened repeal of the educational revolution can be most effectively resisted. By the end of this century two great changes will have taken [illegible] reduction of late adoles- [illegible] present institutional form, [illegible] will have been made [illegible] (although partly in a sub-secondary form) system for all.

The first will be the result of demographic decline which is rapidly making the present organization of upper secondary schools hopelessly uneconomic. It is an irony that the too many ways, the commanding totem of our secondary schools, will fall an eventual victim to a falling birth rate rather than to the malevolence of egalitarians, and that the comprehensive school will finally be freed from its oppressive inheritance from the grammar school by the same neutral process. For the only way in which 11 to 18 secondary schools, or 13 to 18 high schools, could be maintained would be through a ruthless programme of closures and amalgamations which would almost certainly be frustrated by localist feeling and parental resistance. Sixth form consortia between conventional secondary schools will probably never to be much more than a stop-gap solution. Separate sixth form colleges are unlikely to be established on a predominant scale because of the instinctive administrative distrust of single-purpose institutions, because there will still be enough life in the comprehensive spirit to raise powerful objections, and because of the evident diseconomy of running two parallel post-16 systems.

So the future would seem to belong to the tertiary college, a comprehensive institution which combines the present functions of the traditional sixth form and of mainstream craft and (lower) technician education in technical colleges. Measured in terms of administrative convenience and of the best use of scarce resources this will be the best solution in most areas. Yet the implications of such an amalgamation of grammar-school-type sixth forms and of technical colleges for a redefinition of educational values are very considerable, exciting to some threatening to others. Under these conditions the much closer association of the academic tradition represented by O and A levels and the vocational tradition represented by BEC, TEC, RSA, City and Guilds and so on would be inevitable. Eventually the "new sixth" and the "new FE" might form a common pattern of education, with deep and essentially hopeful consequences for any joint strategy for reindustrialization and remoralization.

The second change will reinforce the first and perhaps compel a tertiary college reorganization. From next year all school-leavers who are not in the minority that will continue *in full-time education in school* or further education or in the tinier minority that will find a job will be offered a year of combined education and training under the auspices of the Manpower Services Commission. This represents the first hesitant step towards the building of a (minimal) post-secondary system for all. It will be the first time in Britain that secondary education is regarded as no longer sufficient, an idea of almost revolutionary potential in terms of both educational practice and values.

Because the MSC has too often been seen as a body external and even hostile to the traditional education system the influence of its activity has been consistently underrated. Perhaps by relying too much on an over-simple view of what happened to higher education in the United States after 1945 we have trained [illegible] to expect that any expan- [illegible] will take a similar form, [illegible] development of universities, polytechnics, and colleges that *we have largely failed* to take account of the possibility that the expansion might take place at a much "lower" level and even outside the traditional institutional framework of education. Yet it can be argued that this is what is beginning to happen with the activity of the MSC.

Nor should this development be so surprising. The main blockage to the educational revolution in the United States in the generation after the war may have been in higher, or at any rate post-18, education; in Britain there is a strong case for suggesting that it occurred much earlier at 16 (with a backward shadow blighting the freedom of 14 and 15-year-olds) in the sixth form dominated by a high academic tradition and in a further education system equally dominated by a skilled craft tradition.

The more the activity of the MSC is examined the more challenging its implications are for the values of schools and colleges. Its importance goes far beyond the billion pounds which even this Government is prepared to invest in youth training. Even criticisms of the MSC tend to reinforce its significance. First, there is the question of who trains the trainers? There is not much point, after all, in sitting down the same disaffected young people in front of the same kind of teachers two years on and hoping that the combination will work second time round. But this is much more than a squabble about who should pay for in-service education. It suggests that MSC teacher/trainers must be counsellors, social workers, and many other things as well as teachers. But if MSC trainers need these extra social and vocational skills, why not all teachers?

Second, there is the wrangle over payment to trainees. Why should a trainee be paid more than £20 a week when a contemporary studying in a school or college receives no- thing – but, then again, why should a trainee doing a proper job (as many will be) not be paid the rate for the job? Again this is about much more than money. Rather it raises the tangled issue of the proper relationship between education, training and employment for young people in a manner that requires both comprehensive and radical answers.

Third, there is the question of control. Are we to tolerate a divided system of 16–19 education, with a local authority sector in which the professional hegemony of teachers ensures that the academic or skilled craft tradition will prevail, and an MSC sector with employers effectively calling the shots and so imposing a much more utilitarian approach? Although it cannot be said that the record of schools in meeting the needs of less academic young people is good (as Sir Keith Joseph constantly emphasizes with his new concern for "the bottom 40 per cent"), the patchy experience of the old industrial training boards suggests that industry is not always the best judge of its own cause. Perhaps a strong state bureaucracy like the MSC is needed despite its inevitable insensitivity to local needs.

All three issues, content, control, coalesce in a larger question: is the MSC an impressive confidence trick which offers young people bogus training and ersatz jobs because we are too mean to pay for real education and too myopic or selfish to create the economic conditions that would allow a generation of young people to [illegible] young people? Or is the MSC an imaginative attempt to compensate for the narrow academicism of the secondary school still presided over balefully by the grammar-school-type sixth form, and also to cope with the social and economic consequences of an irreversible shift in the balance of the labour force? It is a large question but the second is a much more plausible and more hopeful interpretation.

New technology, higher productivity, better wages all mean that there will be fewer jobs for young people even after economic recovery takes place. All advanced societies, the successful and the unsuccessful alike, will have less and less need for adolescent labour. In the long term this change, which will not be confined to the young, will require a re-ordering of work itself. But in the short-term it means that the education system can no longer assume that those young people who find its essentially cognitive values uncongenial or just mysterious will simply "drop out" into a job. Nor can schools and colleges assume that their further socialization, or moralization, will be *completed* by the institutions of working life. If they "drop out" to the dole, they can hardly be expected to be sympathetic to the values of an educational system that they failed and that failed them, nor to appreciate that their alienation is ultimately subversive of modern and liberal society.

If the work of the MSC, or to a lesser degree the development of comprehensive tertiary colleges, is seen as an attempt to rescue these young people as much as citizens as workers, then it should be regarded as an educational initiative rather than as an experiment in industrial training. A new deal for this "marginal" majority, creatively applied, would mean a new deal for all education and even a new deal for British society.

Next week I shall discuss the same themes of reindustrialization and remoralization in relation to higher education itself.

Peter Scott

● *Laurie Taylor, whose column nor- mally appears on this page, is on holiday.*

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NUS team reports on Beirut bombs

Palestinian and Lebanese students on rescue work (left) while Moma Ramadanan sends a message

by David Jobbins

The physical and psychological scars from the siege of West Beirut will endure long after the fighting stops, according to a National Union of Students factfinding team which returned from the war zone this week.

A report of their findings will be given to NUS leaders this weekend and the union executive is expected to authorize a campaign to involve students in the recovery programme.

The two men spent almost a week gauging the extent of the destruction when the Israeli bombardment was at its height. They met injured students and saw others working as paramedics and porters in temporary hospitals – many of them in student halls of residence and college buildings.

Among the injured was 23-year-old Mouna Ramadanan who was due to graduate this summer in business management from the city's University College. Instead, her limbs blistered with phosphorus burns received when her apartment block was bombed, she is recovering in a makeshift hospital in the basement of a college sports hall. The man she was to marry is missing presumed dead in another raid.

Her message to Britain's students was: "We are very tired, we want to stop this war."

NUS executive member Mr Frank Howard who went with international officer Mr Julian Eccles said: "West Beirut could not have survived the siege to the extent it has without the work carried out by students." "With the Palestinian and Lebanese students, and Western students working with aid agencies, it was almost like a macabre fraternity."

With many buildings destroyed, others commandeered for the injured and this year's examination papers lost when the ministry of education was shelled, Lebanon's education system is in total disarray.

But the two were surprised at attempts to find normality. At a theological college being used as a hospital they saw a notice announcing that registration for the new year would be on September 27 and term would begin on October 4. Alongside was a booklist.

They feel the immorality of the Israeli action has not been brought home to the British people. NUS president Mr Neil Stewart has asked for a meeting with United States embassy officials to discuss the supply of cluster and phosphorous bombs to the Israelis.

He also wants talks with the Israeli ambassador in London and with Union of Jewish Students, and has invited the General Union of Palestinian Students to join for the first time in talks with the NUS and the UJS. The Middle East is likely to be debated at this year's NUS conference.

Universities join forces to weaken tenure

by Ngaio Crequer and Paul Flather

A small group of universities is to act together next term to try to introduce new, weaker tenure provision.

They will adopt a two-tier approach, attempting to change statutes along the lines suggested by the Committee of Vice Chancellors and Principals. This scheme differentiates between established and unestablished posts, allowing universities to delay giving tenure for eight years.

Secondly, there will be moves to bring in ordinances governing reasons for dismissal, which would apply only to new contracts of employment. These would not require Privy Council approval, although they would need to be carefully defined to prevent them clashing with charters.

The initiative stems from an approach in March to Sir Keith Joseph, Secretary of State for Education, by "Rational Right" Bradford, Keele, Salford and Surrey universities. They warned of the danger caused by cuts combined with an inability to make lecturers redundant because of the terms of their charters. Sir Keith advised an approach to the Privy Council to amend the necessary statutes.

The group which has accepted this advice is keeping its membership a closely guarded secret but will put its plan to next month's conference of the CVCP, where tenure will be among the main items on the agenda. The universities see safety in numbers when tackling such a delicate problem.

One of the motives is a concern that too few new staff are entering the university system. This also worries the University Grants Committee, which has asked its sub-committees to suggest ways to improve staff mobility and to increase recruitment.

Meanwhile, the Association University Teachers has formally warned the CVCP that its ten guidelines are in breach of the existing agreement on probation which lays down three years.

The union has told the vice chancellors it will raise the issue in Committee A of the universities' negotiating machinery to seek the withdrawal of the guidelines. It also believes it has another ace up its sleeve if the new group persists with its plan to the form of the fair wages resolution in current employment legislation.

The AUT is already in a preliminary skirmish over job security at the Royal College of Art, having given the college an ultimatum to review its policy of placing academic staff on one-year contracts or face a test case in the High Court. It has set a deadline of September to resolve the dispute over the contracts.

The AUT first intervened in the dispute early this year when "more than 200 lecturers were given one-year "holding" contracts, to replace five-year contracts, up for renewal at the start of the last academic year. A similar number came up for renewal this year.

The lecturers feel particularly vulnerable because it is not at all clear that the RCA, which is directly funded by the DES, is covered by nationally agreed compensation schemes for redundancy and dismissions.

Five-year contracts were considered an important innovation at the college when they were introduced in the 1960s by Sir Robin Darwin, former rector. One-year contracts were introduced because the college council felt it could not guarantee support all 90 lecturers with a rejected defecit of more than £500,000.

A spokesman for the RCA said the contracts were a "holding" operation while the college sorted out its financial difficulties.

...ull role planned ...r Magee

...y Paul Flather

...e institution created by the proposed merger of the New University of Ulster and Ulster Polytechnic would spread over four main sites in Coleraine, Belfast and Londonderry with up to 85 miles between them.

The Government steering group behind the merger this week confirmed that the new institution would be set up as one body, with Magee College, in Londonderry, playing a full role in the campus.

The group has ruled out the possibility of setting up a federal body along the lines of London University. Some submissions suggested two main sites at Coleraine and Jordanstown, Belfast, and associated status for other sites.

Professor Keith Clayton, professor of environmental sciences at East Anglia University, a member of the group, said Magee would be developed as a fully fledged site, part of one new integrated campus.

"We are all anxious that the

continued on page 3

'Law of the jungle' for colleges

by Patricia Santinelli and Felicity Jones

Catholic and Anglican teacher training colleges are to be pitted against each other in their attempts to be saved from the Government's closure list.

The Department of Education and Science says that if either a Catholic or Anglican college is reprieved, colleges in their own denominational sector will have to cut the equivalent number of places.

So if either De La Salle or Newman Colleges is reprieved, the other five Catholic colleges will have their allocation of teacher training places reduced and if Bishop Grosseteste College in Lincoln is saved, the other 10 Anglican colleges will bear the brunt.

The department says this is to ensure that each sector retains the same proportion of teacher training places. But it is the first time that voluntary colleges are being denominationally divided in such a way.

The Welsh Office is to announced the allocation of teacher training places in Wales next week. Institutions in Wales face the same proportion of cuts as English colleges and polytechnics.

Unreleased figures for 1985 show that Wales as a whole is to retain a total of 805 teacher training places. This will be divided between 600 BEd places, 500 of which are to be devoted to primary, and some 205 PGCE places, 100 of which will be primary.

The decision to axe departments of education at seven English polytechnics, ignored a letter from the directors of polytechnics which pleaded the case for preserving more places in the public sector and in polytechnics in particular.

The letter was sent on July 30 by Dr William Birch, chairman of the Committee of Directors of Polytechnics, to Sir Keith Joseph, Secretary of State for Education.

He wrote that though all the polytechnics were in favour of some rationalization, it was difficult to understand why such a high proportion of the polytechnics seemed to be under review.

Dr Birch expressed the view that teachers who had been trained in institutions which were directly linked to the needs of industry and commerce were an asset. It was therefore all the more difficult to understand why greater attention was not being paid to teacher training places in polytechnics.

Cut in universities are to be decided next month when the University Grants Committee's education sub-committee meets writes Bert Ledge of *The TES*. This May put a number of university departments of education at risk, particularly those which have no primary teacher training – only 12 to 16 institutions have a primary base – and force substantial cuts in their secondary intake especially in non-shortage subjects.

The educational sub-committee as to decide on September 10 how to shed 750 places for teacher training in secondary schools from the 29 universities which provide initial teacher training. The scale of reduction in university secondary PGCE places, putting over 70 jobs at risk went largely unnoticed.

continued on pa

High fees deter OU applicants

by Karen Gold

The Open University faces a cr... shortage of students by 1984 as r... fees force more applicants to ... down the offer of a place.

Admissions staff say in t... decided 43 per cent of OU a... cants for undergraduate co... turned down places this year, ... pared with last year's refusal ra... 38 per cent.

If the rate stays the same, by ... some of the 24,000 undergrad... places may remain unfilled, cre... serious economic problems for ... university. Its government fundi... on a per capita basis.

And the OU faces a second fi... cial blow. The Government ... announced that a £1m contin... education grant from the De... ment of Education and Science ... be repaid with interest.

According to the OU's vice c... cellor, Dr John Horlock, the re... ment of interest, probably at com... cial rates, was unexpected. It sh...

continued on pa

News in brief

Bush telegraph recruits well

A survey designed to identify the most efficient means of recruiting overseas students has produced the conclusion that word of mouth outstrips the most sophisticated marketing aids.

More than half the 150 foreign postgraduates surveyed at the University of Manchester Institute of Science and Technology made their choice of institution on the personal recommendation of friends or teachers. Almost 40 per cent had applied nowhere else.

Some 80 per cent were satisfied that they had made the right choice and 70 per cent would recommend UMIST to their own friends. The main problem areas, apart from the high cost of living and studying, were accommodation and British food.

Applied research

Professor Sir Hans Kornberg and Professor J. M. Thomas, both of Cambridge University, are among five new appointments to the Advisory Council for Applied Research and Development.

They will be joined by Dr D. V. Atterton, chairman of Fosseco Minsep Ltd, Mr P. C. Michael, chairman of Micro Consultants Ltd and Lord Scanlon. The new chairman of ACARD, succeeding the late Dr Alfred Spinks, is Sir Henry Chilver, vice chancellor of Cranfield Institute of Technology.

Jet attractions

Midland Bank has again raised the stakes in the battle between the big four commercial banks to attract new student customers. It is offering students free membership of British Airways 16-24 Jet Club, a free club tee-shirt, and a international student card worth £2.50, on top of the usual free banking, cheque card, and "no-fuss" credit facilities.

New committee chairman

Professor Christopher Zeeman has been appointed chairman of the Science and Engineering Research Council's mathematics committee from September 1982 until 1985..

Professor Zeeman is head of the mathematics department at Warwick University and director of the university's mathematics research centre. He will also serve as a member of the SERC science board.

Admin cuts

A committee set up by Oxford University last year has reported that there should be no extra cuts in the administration "given the work required of it". University administration now faces the same level of cuts as other departments, 8 per cent over three years.

Pharmacy review

The Pharmaceutical Society has set up a working party to review pharmaceutical education and training for both undergraduates and graduates. Individual pharmacists as well as education bodies have been asked to send their comments to the society before the end of the year, to be considered at a hearing in spring 1983.

Physical move

The Laboratory of the Government Chemist is to move to a new building next to the National Physical Laboratory at Teddington, Middlesex. The transfer from the present accommodation in a 70-year-old warehouse building in central London will enable the two laboratories to share services and equipment, and help save running costs.

In the chair

Professor M. J. Baker head of Strathclyde University's department of marketing and dean of Strathclyde Business School, has been elected chairman of the Scottish Business Education Council.

Call to protect SSRC's 'buffer' role

by Paul Flather

A former chairman of the Social Science Research Council has appealed to the Government to protect it from excessive interference and stop the tendency to make political appointments to its governing body.

Professor Robin Matthews, SSRC chairman from 1972 to 1975 and now master of Clare College, Cambridge claims that Labour ministers first undermined the council's "buffer" role by increasing the emphasis on "political" nominations.

Professor Matthews, writing in the latest issue of *Policy Studies*, the journal of the Policy Studies Institute, says that social science research, more than any other area, should be free from Government control, but since Labour held office in 1974 interference had become acceptable.

Fortunately, he writes, the direction of SSRC work has not been affected. But the present government, has too readily followed the example of Labour ministers and not shown the restraint Mrs Thatcher used to exercise when she was Secretary of State for Education.

The article comes at a critical time for the SSRC, with Sir Keith Joseph, Secretary of State for Education, preparing his response to the recent Rothschild review, and having to approve six new nominees to sit on the SSRC council from next year.

Professor Matthews wholeheartedly endorses the Rothschild report, describing it as masterly and a classic in the literature of social science policy. He commends it particularly for the way it points out the dangers of excessive ministerial interference.

Following Lord Rothschild, he asks for the SSRC to be allowed a period of stability, "free from the chronic concerns about its survival and its budget that have afflicted it in recent years."

"It is healthy for any organization to be kept on its toes and to be subjected to periodic challenges. But there can be too much of a good thing. Life on a knife-edge does not stimulate a quango in the same way as it may stimulate a commercial organization," he writes.

Professor Matthews outlines in greater detail than Lord Rothschild measures for safeguarding the SSRC's independence. First research councils should continue to contain a significant number of lay members and should have to put their case for finance to an outside body – in this case the Advisory Board for the Research Councils.

Second, nominees to the council should come from the chairman with ministers retaining a right of veto. Less frequently names should come from the Secretary of State but should not be forced on the chairman. This "civilized arrangement", in operation in his day, he suspects no longer continues.

Above all, the chairman should be "someone who might have been chosen by a broad-minded Secretary of State of any political party. This principle should not only be observed but should be generally understood to be observed."

The Government has asked Mr Michael Posner, the current chairman, to stay on until autumn next year although his term expires in December. The process of finding a successor is expected to start later this year.

Professor Matthews provides a wide range of reflections on Lord Rothschild's report, disagreeing strongly only on one point – that the chief executive of the SSRC, currently the chairman, need not be a social scientist. This he says would undermine his status.

Professor Matthews also rejects any suggestions that the SSRC should perhaps seek shelter from political "advances" inside the Science and Engineering Research Council. Scientists may be freer of bias, "but they are liable to push the social sciences into an inappropriate mould" he says.

Minority needs must be met

by Patricia Santinelli

Higher education institutions should include ethnic minority languages in their degree and diploma programmes, to enhance their educational and vocational stature, the Commission for Racial Equality said in a report published yesterday.

The CRE statement aims to promote discussion and consultation on the setting up of a comprehensive programme from infancy to higher education which will serve the linguistic needs of the ethnic minority communities.

It argues that the diversity of languages which has grown over the past 25–30 years as a result of immigration from the new Commonwealth is not reflected in educational provision.

The commission points out that a recent ILEA survey identified 12 foreign languages as being the first language of 1,000 students. These included Bengali, Turkish, Greek, Spanish, Gujerati, Italian, Chinese and Arabic. This was repeated in other inner cities as well as more rural areas.

It now wants to consider teaching these and other languages not only at O and A level but also in vocational courses. Validating boards such as the Council for National Academic Awards, the Business and Technician Education councils should devise and run courses incorporating such languages.

Moreover it says that the examination boards, especially the consortia of GCE and CSE boards, which are now reviewing what examinations should be offered should be more aware of the importance of including ethnic minority languages.

At initial teacher training level, the CRE says that objectives for prospective teachers should be clarified according to four different goals: training for mother-tongue teaching, for teaching languages of ethnic minorities as second languages, for bilingual education, in curriculum development and teaching methodology or for language awareness for the general teaching qualifications.

The CRE believes that where BEd degrees offered by colleges and polytechnics have a modular structure, this could lend a new flexibility to the development of specialist options with which the above areas could be incorporated.

At postgraduate level, the commission says that student teachers' first degrees should take into consideration the subsequent teaching subjects of these candidates. For example, a student with a BA degree in modern European languages should have some background knowledge of the languages of ethnic minority communities.

The CRE is also investigating the feasibility of initiating specialized training for young people from ethnic minorities to teach their own languages.

John Dawes (left), a lecturer in Bath University's school of education, has teamed up with pop star Peter Sarstedt (right) to produce a record for Spanish-speaking countries. Having translated the most famous Sarstedt songs into Spanish, Mr Dawes has couched the singer in the language for the recording session.

Planning curb on language schools

by Karen Gold

New English language schools will be refused planning permission in Cambridge if they want to use residential property, as part of the city council's clampdown on multiplying schools and colleges.

The council's environment committee has decided to carry out planning restrictions on these schools to the letter in future. It will allow only 10 per cent expansion to existing schools and insist on sufficient parking space and deter new schools from setting up in residential areas.

Environment committee chairman Councillor Peter Wright said a special committee consisting of local businesses, the police, the language schools and local government, would monitor the problems caused by the influx of foreign students into the city.

One of their first tasks would be to look at the language schools' response to these moves, which were set out in a discussion document sent to all of them.

If the document raised controversy, a public hearing might be arranged for people to air their views on the growth of language schools, which have doubled in the last 10 years according to Mr Wright.

"While recognizing that they bring extra money and employment into the city, they also cause many problems," he said. "They are taking up residential property in some instances; there's pressure on rented accommodation and libraries and there are lots of problems with traffic. A lot of the students don't seem to have any road sense whatsoever.

"We've sent out the document to all the schools and colleges for their observations and recommendations, which we will consider in October," Mr Wright added.

"At times the development committee has not been as critical or reacted as strongly as it should have done to applications from these schools. Now we will be more forceful in ensuring that our planning regulations are kept."

Alliance may regroup to fight Labour

by David Jobbins

A series of informal talks which could lead to an alliance to tackle the Labour students' ascendency within the National Union of Students is approaching its climax.

But student leaders involved in the delicate discussions are unwilling to talk publicly about plans which could revive and widen the scope of the Left Alliance which was so dramatically toppled from power when National Organization of Labour Students candidates swept into office at the NUS Easter conference.

The Left Alliance believes it suffered from the lack of an effective presence in the universities and colleges and is known to be eager to build on a reaction against NOLS which they hope may begin in the run-up to the Christmas conference.

Both Liberal and Social Democratic Party students share the view that NUS should recover its pluralist approach as a matter of urgency.

The two organizations are working towards a more formal alliance, but have also been involved in discussions with the Left Alliance.

The biggest barrier is likely to be suspicion within the Left Alliance at reaching any kind of understanding with the SDP. Many Liberals, too, are understood to have misgivings about their prospective alliance partner.

SDP students are to test the water when they attend a Left Alliance conference in London early next month – some as observers but others with the intention of taking an active part in discussions on strategy and policy.

But it was being stressed that as far as the Liberal and SDP students were concerned nothing could be finalized before their conferences much later in the autumn, and much would depend on the attitude of students at the beginning of the new year.

Stranded Spaniards rescued by consulate

A Scot who runs a language school in Spain is said to owe almost £20,000 for courses for Spanish students in Britain.

The Spanish consulate in Liverpool had to rescue 34 Spanish students stranded in Edinburgh a fortnight ago after the Nord-Anglia International Teaching Association said it was owed £13,000 by Mr Gerard McGowan.

The consulate is to pay for eight days' accommodation for the students and their travel costs to Gatwick airport. The parents of some of the students are said to have paid Mr McGowan more than £600 for the four week course.

It has since been discovered that Mr McGowan also owes around £4,000 to the former Hamilton College of Education for a language course held there last summer for 80 Spanish students.

Mr George Paton, principal of Hamilton College, said the original debt had been around £18,000 but most had been recovered after legal action was threatened in March. The money is now owed to Jordanhill College which has taken over Hamilton.

Mr McGowan is at present in Spain and has said his lawyer there has advised him not to comment. But it is understood that he told Mr Paton last year and the honorary Spanish vice consul in Glasgow this year that he had been unable to pay the bills because business partners had withdrawn leaving him with large debts.

No help for medical school

by Jon Turney
Science Correspondent

The University Grants Committee has refused to give extra money for the Royal Postgraduate Medical School. Its future will now be determined by the court of the University of London.

The combined effect of grant cuts and loss of income from overseas students has left the school facing a £600,000 deficit by 1983/84, even after 34 redundancies and retirements.

Further staff cuts to meet the deficit would need to affect another 18 academic and 18 ancillary posts. The joint committee of the RPMS Council and Academic Board, under Sir Frederick Dainton, which put forward the first round of redundancies, ruled out additional losses.

The Dainton committee said: "Any further cut in resources would have a disproportionately larger effect on teaching and research and injure, beyond repair, the school's ability to advance medical practice and postgraduate education."

After meetings between UGC members and representatives of the university in June, the vice chancellor was notified of some revisions in student targets and grants in undergraduate departments.

But a letter last month from UGC chairman, Dr Edward Parkes, also said that while the committee agreed with Dainton's conclusions, and was "alarmed" at the prospect of further staff cuts, it "was not able to offer any special assistance" to the medical school.

However Dr John Welsman, secretary of the RPMS, was still optimistic that a solution to the school's troubles could be found. "In the wake of the UGC's letter, I would hope that our financial difficulties will not be as severe as they now appear when the court of the university has considered our position," he said.

The school feels every possible step has been taken to reduce its financial needs, from staff losses worth over £300,000 a year to contacts with professional fundraisers, industry and charities. Extra money from within the university must now be the main hope for survival in its existing form.

The court of the university will consider this possibility next month, and a decision is expected in the autumn.

Benefit changes hit college attendance

by Patricia Santinelli

Youngsters will risk losing benefit payments if they study for 21 hours a week during the first three months of being unemployed, according to new regulations which came into force this week.

They may, however, attend college for up to 15 hours weekly without being penalized.

The amended supplementary benefits regulations say the 21 hours is not now to include mealbreaks and private study and they introduce a three-month waiting period to discourage school-leavers who would have gone on to further education from drawing benefits.

However the Department of Health and Social Security, anxious to avoid the controversy which surrounded the 21-hour rule, has said that youngsters in such a position will be able to study for up to 15 hours.

The department claims that part-time education for up to 15 hours without loss of benefits has always been possible provided an unemployed person remains available for work, but up to now it has not chosen to make this information public.

The rule means that 16 to 21 year olds who are unemployed will be able to attend college during three months for 15 hours weekly, after which they will be able to study for 21 hours weekly.

Unemployed adults over 21 will also profit from this new ruling. Instead of having to wait for 12 months, as now, before being able to study without loss of benefits, they will qualify for up to 15 hours study immediately and then for 21 hours.

One problem is whether colleges can provide courses which are sufficiently flexible to run first for 15 hours for three months and then for 21 hours. It is likely that budgetary arrangements in many local education authorities will not allow this, particularly as it will be difficult to estimate sufficiently well in advance the numbers likely to attend courses.

Ironically the controversy of the 21 hours could have been avoided. Social Security Commissioners have now ruled that lunch and private study should never have been included in the 21 hours, so that the new regulations are unnecessary and youngsters would have been better off without them.

Home Office sifts out overseas academics

by David Jobbins

Only overseas academics whose work is likely to be of tangible economic or scientific benefit or enhance Britain's academic standing will be granted work permits to teach at British universities.

New guidance from the Home Office circulated to vice chancellors sets out the minimum criteria needed to satisfy it and the Department of Employment before an overseas student could switch to teaching.

Firstly UK and EEC academics must have been given an opportunity to apply, and evidence would be needed that the job had not been created to enable an overseas student to stay on.

"A new post will have to be justifiable in its own right and not simply in terms of the candidate's abilities," a letter from the Home Office to the vice chancellors' committee says.

"We should be looking for signs that the products of the person's employment are likely to be of tangible benefit to the UK. Where the benefits are unlikely to be of an economic, scientific or technical nature, it may be necessary to show that this is a field in which the UK has an international standing or that the candidate is of such exceptional ability that he can be expected appreciably to enhance our standing."

There is scope for flexibility, however, and ministers and officials are conscious that rigid enforcement of immigration rules could lead to Britain losing people who could serve the national interest.

The starting point of the guidance issued to vice chancellors is that the Home Office is only prepared to consider applicants if they have not been finded by their own government or if that government is happy to allow the candidate to remain in employment in the UK.

The guidance was given a guarded welcome by the Association of University Teachers. General secretary Mr Laurie Sapper said: "Although in principle we say that jobs should be offered irrespective of where people come from, with the problems we have in the university system it is right that our academics should have priority."

Bishop Tutu: honorary degree

Tutu refused passport back

The South African church leader, Bishop Desmond Tutu, has been refused the return of his passport, again dashing hopes that he could accept an honorary degree in person from Aberdeen University.

The bishop's passport was taken from him last spring after he had spoken out against the South African Government while visiting the United States and Britain, urging businesses not to invest in the country.

The Supreme Court last week refused an appeal to return his passport.

Bishop Tutu, who is general secretary of the South African Council of Churches and bishop of the Anglican Church in South Africa, was offered an honorary doctorate of divinity by Aberdeen at the end of 1980. He was unable to attend conferment ceremonies in both 1981 and 1982.

Mr N. R. D. Begg, clerk to Aberdeen's senate, said the university had approached the South African Government about an exit visa but had met with "polite stone-walling".

The senate would not decide to confer the degree in absentia unless this was Bishop Tutu's wish, Mr Begg said.

"We will continue to write inviting him to come, and it may be of some advantage to him as a reminder to the world that he is unable to travel outside South Africa," he added.

Magee is to play full role

continued from front page

Magee is brought up to status. As an institute of continuing education it will have a major role to play in the new institution, that is clear. But we are not sure what form the development will take," he said.

He was speaking after a (surprise visit of the steering group to Magee College. The college is currently underused, catering for about 100 full-time students and 1,500 on part-time and short courses.

His remarks should allay fears from staff at Magee that the college might be wound down. It also echoes recommendations made to the group in a personal submission by Professor Alan Rogers, director of the Institute of Continuing Education at the college.

He writes: "It is my view that if Magee does not expand in a way which is relevant to the needs of the north-west, the new institution will begin life in an atmosphere of irrelevancy and indeed hostility created by dashed hopes of the populace at large."

He estimates that the site could hold another 10 staff and 150 full-time students without major adaptations. He outlines three possible models for expansion, including one that would turn Magee into a centre for adult part-time and continuing education, a sort of "Goldbeck", combining the attributes of Goldsmith's and Birkbeck colleges in London.

The steering group also met student and trade union representatives who pressed for an open competition for the selection of a new vice chancellor. The group will probably postpone a decision on the vice chancellorship until it has decided more of the structure.

Bristol axes annual prospectus

Bristol University's undergraduate prospectus, which is being distributed to schools this month, will not be replaced next year. The university has decided to make it current for two years to save costs. Any course changes will be notified directly to schools.

The university said that alterations to courses from one year to the next were usually minor. It is doing away with as many prospectuses as possible, including the postgraduate one.

Instead inquiries will have to be made to individual faculties and each department will produce an information sheet which will be sent back in reply to inquiries about teacher-based postgraduate courses.

Most postgraduate courses at Bristol are research rather than taught courses for which applicants are usually referred to the university by their tutors and are attracted by the reputation of the course.

A major change to the general prospectus may, however, have to be made, sooner than might have been expected. A decision over the future of the school of architecture still has to be taken which could affect the continuation of certain courses.

Bristol has always produced and published its own prospectuses, in its printing department. The excess capacity of the university printers will be taken up by printing examination papers.

The university said: "The prospectus printing is big business for universities and it seems likely that more may be looking into publishing their own

Nalgo fears 'damaging competition'

Plans for a more flexible course approvals system could lead to damaging competition between colleges, the local government white collar workers' union fears.

The National and Local Government Officers Association has welcomed the system of programme approvals put forward by the National Advisory Body as a freer alternative to the cumbersome courses approvals machinery.

But it has called on the TUC's representative on NAB to seek clarification on a number of key issues.

Its main proviso is that regional factors should be given full consideration and not be overridden by national ones.

Nalgo has members not only in colleges but on the staff of local education authorities and the regional advisory councils whose role will be affected by the changes.

It wants NAB to spell out the role of the Regional Advisory Committees, the regional staff inspectorate, validating bodies and institutions in reaching programme approval. It is also seking assurances that there will be safeguards to be taken which could affect the continuation of certain courses.

"Nalgo is concerned that programme approvals could lead to increased competition between institutions, and other areas of work not covered by a programme could suffer," the union says.

OU applicants

continued from front page

the OU was being treated differently from other universities, which were not expected to repay interest on loans.

"I am concerned that payment of interest will result in fee levels that will deter would-be students. But if it is to be paid then I think other educational institutions should be subject to comparable conditions," he said.

"The university does not plan to cut any courses as a result," he added. But a recruitment drive will have to take place if places are to be filled in 1984, admissions staff have said.

A new survey will go out to applicants who have turned down a place next month asking why they withdrew. In a similar survey last year, 46.3 per cent of those who replied gave the cost of courses as their reason, compared with 31.9 per cent the previous year.

The withdrawal rate has been highest this year in Wales, the north and the west midlands and has affected courses in different rates. Social science withdrawals were particularly high.

Agricultural genetics company threatened by rights row

by Jon Turney
Science Correspondent

Plans for the British Technology Group to set up an agricultural genetics company may be upset by a Government review of rights over state-funded research.

The BTG has reached agreement in principle with the Agricultural Research Council and the British oil company Ultramar to capitalize on Britain's lead in plant biotechnology.

Detailed terms have yet to be drawn up, but it is likely the new company would have first option on work done in ARC research institutes.

However, the recent report on biotechnology from the Commons Select Committee on Education, Science and Arts called for an urgent review of a similar arrangement between the Medical Research Council and Celltech, the genetic engineering company set up two years ago, before the ARC's negotiations go forward.

This recommendation was linked to a more general criticism of the role of the National Research Development Corporation in promoting commercial use of university work.

The committee said the NRDC (now part of BTG) should no longer have monopoly rights over work funded by the research councils, and Mr Patrick Jenkin, Secretary of State for Industry, promised a decision "quite quickly".

Negotiations about the new agricultural company have been under way for almost a year on the assumption that rights over research council work – in this case genetic manipulation of crop plants, propagation techniques and biological control – would stand.

The ARC and BTG still hope the plans can go ahead without the changes by the select committee.

ARC staff met officials from the Department of Education and Science this week to discuss the select committee's report. They were expected to point out that no one else seemed likely to set up a similar company if the present negotiations fell through.

If the plans go ahead, the company could start operations before the end of the year, with initial capital of £20m. Ultramar and the BTG will each put up a third of this sum, with the rest coming from the City.

Dr Brian Jamieson of the ARC said the council and the BTG saw the company as an intermediary between academic research work and industry.

It would be more concerned with research and development than large-scale production, and would probably do contract research for larger firms.

The BTG is already sounding out potential managers and considering possible sites for the laboratories, which would need to be near existing ARC institutes.

● The University College of Swansea this week announced the establishment of a new biotechnology centre. The centre's director, when appointed, will coordinate teaching and research in chemistry, biology and engineering departments.

Space programme announced

by Jon Turney
Science Correspondent

A programme to coordinate research and commercial development of satellite remote sensing is likely to be announced this autumn by Mr Kenneth Baker, minister for information technology.

Some hints about the shape of the programme appeared in Mr Baker's speech last week to the United Nations sponsored Unispace conference in Vienna, when he highlighted Britain's role in European space research.

He referred to both satellite communications and remote sensing to support his suggestion that "space has now reached the age of commercial development". And he said that the use of satellites to scan the land and the oceans will greatly increase our ability to manage resources and understand the earth's climate.

However, he said, "although governments will still have a major role to play, we can expect to see more projects funded by the private sector.

"How better to decide where our support should go, than to encourage industrialists to seek out areas where they can see commercial demand emerging?"

This is the role the Government looks likely to play in remote sensing, an area where Britain has existing technical and commercial strengths, and where a Department of Industry committee has been considering ways of achieving better coordination between Government establishments, university work and industry.

The DOI is committed to underwriting a large portion of the costs of the European Space Agency's microwave sensing satellite ERS-1, to be launched in 1987, and the department is anxious to make sure Britain is ready to profit from the data the craft produces.

The national remote sensing programme DOI civil servants have put before Mr Baker will involve the department, the Royal Aircraft Establishment at Farnborough, the Science and Engineering and Natural Environment Research Councils, and a number of firms who make instruments or process information.

The programme may include a new ground station in Britain to receive signals from the satellite, although European data networks could also be used.

The level of funding the Government will provide for the remote sensing programme has not yet been fixed.

New social work links with Brunel

Brunel University has invited 20 social services departments to join a consortium to promote collaboration between university research workers and local authority staff.

Each department will be guaranteed a say in how social work research and training programmes are developed at Brunel in return for an annual subscription of about £5,000, spread over a minimum of three years.

The proposal comes from the social services research unit, part of the Brunel institute of organization and social studies, which is highly regarded by directors of social services departments since it began to provide research, consultancy, and management advice in 1969.

But the future of the unit and its seven staff has been threatened by a government decision to end a contract from the Department of Health and Social Services next summer. This year the contract is worth £110,000.

The consortium, scheduled to start in September next year, with an annual income of £100,000, would fill the gap left by the DHSS contract. The unit has also appealed to other bodies for contracts and consultancy work.

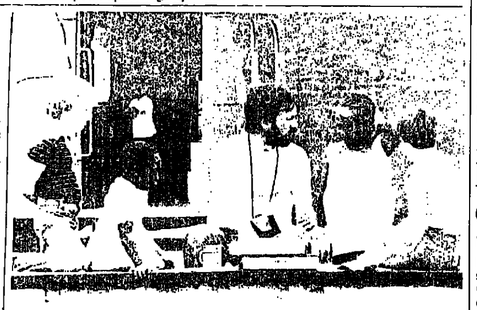
Mr Brian Roycroft, director of social services in Newcastle, and chairman of the unit's consultative board, said the consortium would be a new way of keeping researchers at Brunel closely in tune with the problems faced by social services departments round the country.

"The consortium would work both ways," he said. "Social services departments would be able to look for specific advice on management issues, while the unit would find out what sort of questions needed study."

After almost 10 years of work, most social service departments are reviewing their priorities, their current structure, and their managerial approach to problems in a climate far removed from the years of expansion when they were launched in the early 1970s.

Support has come from a number of authorities, but it is not clear if 20 departments will back the project. Small social service departments like Bury or Trafford would probably look to the new consortium for aid in running training courses they can ill afford. Newcastle with just 240 of its 3,500 social services staff fully qualified, would expect help running in-service and refresher courses. Ironically cuts make it more likely they will back the project.

Essex County Council, which runs a large social service department, and strongly backs the proposal, would tap the consortium for managerial advice, including the best way to allocate its budget and how to decide staffing levels for different tasks.



Plenty of room on top

Fourteen students at different stages of their BEd course at Thames Polytechnic are taking part in a summer project helping children to write their own story books.

The students are spending their summer vacation moving around Lewisham in south London in a travelling bookshop, the Bookstop Bookshop. During term-time the converted blue and white double-decker bus visits schools with a reading and writing area on top and a bookshop on the lower deck. It is funded by charitable trusts.

The summer project so far has attracted about 40 children aged six to 11 who have visited the bookbus regularly to write and illustrate their own stories. The project organizers, Bob Cattell (pictured above) and Jan Emptage have been delighted by the response.

Walter's week

Aberdeen University is hosting an international conference on Sir Walter Scott this week, commemorating the 150th anniversary of the writer's death.

Unemployed get too little help

Some further education colleges know nothing of the 21-hour rule, which defines the number of hours unemployed people can spend studying without losing their benefit.

This is one of the findings of a two-year research project by a team from Glasgow University. It has just finished interviews in central Scotland with 116 unemployed adults aged 25 and over who had been unemployed for more than six months. It is highly critical of educational, training and welfare support for the unemployed.

The research was done in two urban and two rural areas with the help of a £33,000 grant from the Scottish Education Department. The team looked at the learning needs of mature adults whose lack of "basic, personal and instrumental skills may be a factor in their failure to obtain employment."

Mr Ian Bryant, of Glasgow University's adult and continuing education department, one of the researchers, said the unemployed needed better counselling and referral support to put them in touch with training courses and tell them about the qualifications they would need. "We found a lot of muddle and misinformation in job centres and FE colleges, with the unemployed being either shunted about or rebuffed by people on the front desks," he said.

Mr Bryant said those they interviewed were largely unqualified and unskilled and lacked confidence. They would not go back for information a second time. One man told him: "I would like to get advice from somebody who doesn't treat me as a nuisance or a fool."

Disabled students seek tutor

A visit to Rome for disabled Open University students has suffered a setback as the tutor leading the trip has had to drop out.

Eight disabled students with ten able bodied ones were due to set off for a 16-day study tour of Rome on September 7. The trip is an unexpected one: hotel rooms and a charity owned "jumbulance" were offered to the OU Students Association at very short notice, and the association was initially unsure if it could find enough potential participants.

But following an enthusiastic response, the tour looked set to take place – until the tutor had to drop out.

Now according to OUSA administrative assistant Ms Valerie Saunders, the chances of finding a replacement with the necessary skills and commitment to take the unsalaried but expenses-paid job are small.

"It needs to be someone who knows about ancient Rome or renaissance art, or preferably both.

"They need to be prepared to do a 16-hour day! It would mean sharing a room and being prepared to mix and be part of the group not only during tutorial sessions but at mealtimes and in the evenings as well."

A nurse will travel with the group, several of whom are severely handicapped with spina bifida or multiple sclerosis. The visit will probably go ahead even without a tutor, according to Ms Saunders, but will have to be run by OU staff using guide books. Anyone who might be able to help should contact her at the OUSA, Sherwood House, Sherwood Drive, Bletchley, Milton Keynes.

Scottish jobless to learn computer skills

by Olga Wojtas
Scottish Correspondent

The Manpower Services Commission is to establish 10 centres in Scotland to teach basic computer skills to unemployed young people.

The first two Information Technology Centres will open shortly in Inverclyde and Dundee, and another seven are planned in Strathclyde region including Glasgow's East End and Clydebank.

Each centre, funded jointly by the MSC and the Department of Industry, will offer 12 months' training for up to 30 teenagers, and it is hoped to have 500 young people in training by April.

The teenagers will learn a variety of skills, including computer programming, teletext editing, word processing and computer maintenance.

Information Technology Centres are also being added in a pilot scheme to three of the MSC's 70 Youth Opportunities Programme training workshops in Scotland to allow young people to add an introduction to computerized systems to their year's training.

It is hoped that local authorities and private employers will come together as a steering committee for local centres and already in Dundee a group including Timex, National Cash Registers, Tayside Regional Council and the Scottish Development Agency have set up a company to sponsor the Dundee and Tayside centre.

● More than 2,000 unemployed Scottish teenagers on the MSC's Youth Opportunities Programme will take part in a week's residential experience scheme over the coming year.

Only young people who the MSC believe will directly benefit from residential experiences are chosen to take part.

The week is spent in an environment completely new to the teenagers, and in recent pilot schemes young people from large towns have taken part in outward bound schools and the Scottish Adventure School Trust on Ransay.

The courses are intended to widen horizons, help young people integrate into groups and to undertake a project with the minimum of adult direction.

More YOP trainees have educational qualifications

by Patricia Santinelli

Nearly three times as many youngsters now entering the Youth Opportunities Programme have educational qualifications, according to a Manpower Services Commission internal survey.

The survey, which covers schoolleaver entrants to YOP work experience schemes in Britain shows that last year two thirds of entrants had qualifications as opposed to a quarter in 1980.

Moreover the placement rate for this group improved dramatically and by a greater amount than anticipated. Nearly half the youngsters obtained a job immediately on leaving as opposed to a third in the previous survey.

However the proportion of young people offered training, although marginally improved from 28 per cent in 1981 to 33 per cent this year is well below the 50 per cent which the MSC set as a target two years ago.

Of those offered training, 77 per cent accepted with the largest group (59 per cent) taking places in further education colleges and 21 per cent choosing to train in their workplaces.

But the survey shows that these marginal improvements are not matched on work preparation courses. Only one or two youngsters at the most go on to full-time education, a quarter to jobs, with the majority remaining unemployed.

A survey covering the Special Temporary Employment Programme, now replaced by the Community Enterprise Programme, shows that only 13 per cent of the total 400 respondents had obtained jobs. The proportion remaining unemployed is the highest ever recorded in any of the surveys.

● Learning through work experience is a vital part of the education and training being offered to unemployed young people participating in special programmes, says an MSC report published this week.

The report "Learning at Work" is the result of an 18-month study by a team from the Tavistock Institute. It is intended as a guide to work-based learning schemes not only for YOP sponsors but for those involved in creating places for next year's new Youth Training Scheme.

The report, which is based on a study of 100 YOP schemes of all types and sizes in Lanarkshire, inner Liverpool, Wolverhampton and Telford, and Bristol and Gloucestershire, admits however that there can be problems with learning on the job.

In particular, it stresses that young people's interests, attitudes and learning needs should be assessed in order to plan individual learning programmes and decide upon placements. It points out young people should be fully involved in a continuous process of assessment and review.

Lecturers' bookshop boycott 'may hit publishing house'

A leading educational publisher fears its trade with colleges and schools may be hit by a boycott of a London bookshop whose name it shares.

The Association of University Teachers has called on its 33,000 members not to buy books from the Charing Cross Road bookshop of W. and G. Foyle.

The shop is locked in a bitter recognition dispute with the shopworkers' union which led to an industrial tribunal decision that two former students employed by Foyle's on a short-term contract were unfairly dismissed.

The tribunal originally ordered the bookshop to reinstate the two but last week reversed its decision and instead awarded compensation.

The two former employees are likely to appeal against this about-face, which union officials feel has raised more questions than it answers about employment law, when the tribunal's written decision is published.

Criticism of Foyle's employment policy has been voiced by a number of leading academics and writers, and the publishers. Foyles Educational Ltd, feels that adverse publicity including the AUT's boycott, may damage its business.

The publishing company said there had been no connexion between the two firms for half a century. Their warehouse in Sussex was unionized, and there were no barriers to employees at their Upper Berkely Street retail shop joining unions of their choice.

Although they concentrate on non-advanced books and deal with no universities other than the Open University, the firm felt that the attention given to the AUT's action could have a spin-off on their local authority business.

The AUT has agreed to emphasize that the boycott is directed against the Charing Cross Road bookshop in its circular to members.

Mr John Bailey, local branch secretary of the Union of Shop, Distributive and Allied Workers, said: "The union considers itself still to be in dispute, and would only cease to be in dispute when the people are back at work."

Victims of the teacher education plans make the most of their four weeks to put a case to Sir Keith Joseph

Campaign launched by polys

by Patricia Santinelli

Polytechnic departments of education named on the Government list of institutions to stop training teachers are already taking measures to reverse the Department of Education and Science's decision.

Concerted action is to be organized by the Polytechnic Council for the Education of Teachers which has written to all departments involved.

But individual initiatives are also being mounted. The Polytechnic of North London, has set up an action committee under the chairmanship of Mr Sidney Jones, head of teaching studies with support from the director and assistant director of the polytechnic. The action committee will contact the local authority and launch a campaign to gain public support.

Mr Jones says the proposed closure is ill-considered, hasty and unfortunate, and should be opposed at all costs for several reasons. The polytechnic's department of education has a lot of ethnic minority students and pioneered access courses. It has already accepted 41 West Indian and Asian students for 1983 subject to them satisfactorily completing their access courses.

It also has the only Jewish studies course in the country and the Jewish community is rumoured to be greatly disturbed by proposals to cut the BEd. The polytechnic is very strong on inner city teacher training and there are few colleges similarly situated in the middle of a deprived area.

Leicester Polytechnic's department of education argues that the loss of teacher training will have serious local, national and international consequences and represent a grave injustice at a time when the Government talks about trebling primary training and strengthening subject expertise in schools.

The department is particularly aggrieved because it argues that its teacher training courses have been developed in full cooperation with the DES to concentrate almost exclusively on the training of primary school teachers and specialist teachers in shortages subjects such as maths and physics.

"Especially tragic would be the closure of the new route into specialist teaching of science or maths through the BSc honours combined studies with an inbuilt postgraduate certificate of education," a spokesman said.

Unions unite in condemning cuts

by David Jobbins

The Association of Polytechnic Teachers is to call on the chairman of the Commons Select Committee on Education, Mr Christopher Price, to carry out a detailed investigation into the way the plans were drawn up.

APT's national secretary, Dr Tony Pointon, said this week: "We feel a lot of the research and figures on which the proposals are based are very much biased towards the universities."

The association says the polytechnics are carrying the burden more heavily than the colleges. "This means teacher education will increasingly take place isolated from other studies and particularly from technology, business and the professions," Dr Pointon said.

The proposals could also affect the flow of teachers dedicated to lower ability groups in the secondary schools, many of whom benefited from taking a diploma of higher education as the first step in their training. APT says that the distribution of the cuts has affected the inner city areas, with London particularly hit.

"It will be possible to produce teachers who will never have known the problems of urban areas and have never been involved in a professional or technical subject. These people will be teaching our children," Dr Pointon said.

The plans have been condemned by the National Association of Teachers in Further and Higher Education as "totally unacceptable" and showing a worrying disregard for the needs of schools, teachers and students.

Mrs Jean Bocock, the union's assistant secretary for higher education, said: "The colleges have only just recovered from the major reorganization in teaching training in the 1970s. Now the public sector colleges are once again being asked to bear the brunt.

"These proposals... will do nothing but harm to the service which badly needs a period of stability."

She reinforced doubts about colleges' ability to cope with the inevitable demand for more secondary teachers at the end of the decade.

The cutbacks are the exact opposite of what is needed, according to the National Union of Students.

Mr Tommy Sheppard, education vice president, said: "At this time we need more newly trained teachers and an increase in in-service training to help teachers already employed to cope with all the problems associated with high youth unemployment, multi-ethnic classes and inadequate welfare provision.

"The proposed cuts could well result in several closures, for example the City of Liverpool college of higher education where cuts have already been made in all courses.

In the case of Bishop Grosseteste in Lincoln there is no other institution in the locality which offers tencher education."

Holidays delay reaction

by John O'Leary

The absence of key figures will delay official reactions from most of the colleges listed until near the deadline set by the Department of Education and Science.

Several principals were on holiday when the distribution of places was announced last week and in most cases meetings of governors and education committees are proving impossible to arrange before next month. However, some meetings of officials were taking place this week to plan resistance to the proposals.

All seven colleges and institutes on the list hope to persuade Sir Keith Joseph, Secretary of State for Education, to change his mind.

A standing committee responsible for the day-to-day running of the college met on Tuesday at De La Salle College, Manchester, to prepare the ground for an emergency meeting of governors to be held in the first week in September. The Catholic Education Council, which issued a statement last week deploring the manner in which the cuts were made, will be enlisted to fight for its survival.

Newman College, Birmingham, the second Catholic college listed is concerned that because internal consultation with staff together with the governing body could not take place until September, it would not have an adequate chance of responding by the September 17, deadline.

However Mr Simon Quinlan the principal of the college said that their case would present a strong argument against closure, on the grounds of their strong primary base, their previous offer to the DES to convert remaining secondary work to primary, which could be achieved extremely easily, because of a strong tradition in that field.

At Bishop Grossesteste College, Lincoln, the chairmnn of governors, the Bishop of Lincoln had already met with other governors and further meetings were anticipated to coincide with the principal's return.

In its defence the college will say that the loss of teacher training which means the closure of the college will seriously affect in-service provision on which not only Lincolnshire is very dependent, but other adjoining areas. It will argue too that removal of the only college of higher education between Cambridge, Nottingham and Hull will result in incalculable deprivation.

A statement from the Dorset Institute placed part of the blame for its inclusion on the list onto the county council. "It is probable that a significant contributory factor has been the failure of the county council to resolve upon the establishment of a soundly based teacher training unit on the Bournemouth Poole site.

A special meeting of the education committee will take place early next month to discuss the new developments, although the Church of England will also have a say.

Strength of special courses ignored

City of Liverpool College of Education, which answers almost all of the DES criteria for remaining in existence, is one of the institutions quickest to react. Governors of the college and the principal met only two days after the college appeared on the hit list, to draw up a plan of defence

The college is one of the few on the list which could survive without teacher training because it has some 750 BA and BSc students.

It is nevertheless deeply concerned about the possible loss of 300 initial training places, because its entire programme of courses including in-service is thoroughly integrated.

It plans to point out that it specializes in craft design and technology, one of the subjects in most demand, and specializes in training teachers of handicapped children linked to a strong school of psychological studies.

The college is also disturbed that the DES has taken no note of its strong primary base and its offer to convert the rest of its secondary places to primary. This is particularly so because of the back-up it offers to students doing primary training in specialist subjects such as music, maths and physics.

The college will also argue that of the three institutions for teacher training in the area, it is the only one which is truly cost effective, something it has worked hard to achieve in the past few years.

It will also point out that the DES regional distribution in teacher training has left only one centre in Manchester and one in Liverpool, apart from the university. This means the north west, which has half the population of London, will be deprived.

Moreover the college is in the middle of east Merseyside, one of the highest unemployment areas, and is a major employer. The college feels that no assessment of its contribution as the only institution of higher education in a crowded area has been taken into account.

Overseas continued

DARWIN COMMUNITY COLLEGE

HEAD OF SCHOOL OF TECHNOLOGY AND SCIENCE

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The School of Technology and Science currently comprises 5 Departments: Biology, Civil Engineering & Surveying, Construction, Electrical Engineering and Mathematics & Computing. It conducts an extensive range of courses at the para-professional level, post-trade courses in Electronics and Construction, trade courses in Electronics, Telecommunications and Business Machines, a wide range of bridging and general interest courses, and an increasing number of service courses at the advanced education levels throughout the College, in science, mathematics and computing. The School has access to an extensive range of sophisticated equipment, including a satellite receiving system and a VAX 11/780 computer.
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Darwin Community College
PO Box 40146
CASUARINA NT 5792
Telex No. 85235 Tel. 089 201911
CLOSING DATE 15 September 1982

NATIONAL UNIVERSITY OF SINGAPORE
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

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English and other Languages (particularly Mandarin and Malay)
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LITERATURE
Applicants should possess a PhD degree and be qualified to lecture/tutor in the main areas of English Literature from Chaucer onwards. Those with teaching/research experience in one or more of the following fields will have an advantage:
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The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered.

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Overseas news

Nine new campuses created

from Uli Schmetzer

ROME

In a dawn sitting two days before Italy's forty-first postwar coalition government collapsed, Parliament approved a university reform bill that includes permission to create nine new campuses.

The bill, passed after 20 previous attempts over the last two years, brings the number of universities authorized for construction since 1974 to 22.

If built they would alleviate chronic congestion at campuses where everyone with a secondary education can attend the faculty of their choice.

But of the 22, only one campus – at Tor Vergata, south of Rome – is now under construction. Though lectures are scheduled to begin in November at Tor Vergata, enrolments are taking place at a hotel. Courses will be held for at least two years in prefabricated buildings now being hastily erected.

A puzzling clause of this month's reform bill limits the number of students at each Italian campus to 40,000. This law could only be implemented if all the new universities were built at once and *numerus clausus* brought back.

The current student population at Rome University is 180,000, at Naples 140,000, at Milan 81,000, at Padua 62,000 and at Bologna 58,000.

Under the new legislation, however, Universities will no longer require a parliamentary bylaw to add a new faculty or bachelor degree course to their curriculum. They may do so under a four year "carte blanche" collective law that allows each university to add new faculties and courses at its own discretion during that time.

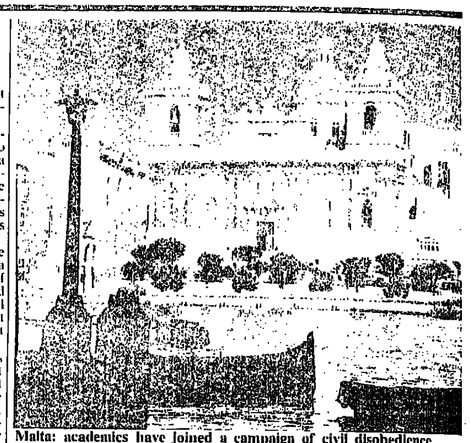
For the first time in Italian campus history odontology must be annexed to every medical faculty in the country. This will officially end the situation which forced aspiring dentists to complete a six year medical course first then study another three years for odontology.

Italy's first full-time odontology school opened two years ago at Rome University with an experimental five year course.

The reform law also obliges rectors in the various regions of Italy to form a consultative body to act as a steering committee. This would ensure a more even distribution of the regional student population and prevent duplication of courses in cities where a second or third campus is planned.

The measures contained in the new bill were seen by academics as a first cautious step to steer the flow of students away from the overcrowded campuses at regional capitals. It will also give rectors the right – at least on paper – to close enrolments at overcrowded faculties.

None of Italy's political parties have so far called for an outright return to *numerus clausus*. But most parties have cautiously admitted the need for some kind of system to halt campus congestion and students inadequately prepared for higher education.



Malta: academics have joined a campaign of civil disobedience

French reform academic appointment procedure

from Guy Neave

PARIS

A root and branch change in the system of academic appointments has been announced by the Minister of Education, M. Alain Savary.

The new procedures, introduced as a stop-gap for the new academic year, replace those drawn up exactly three years ago. Then, they were greeted with considerable hostility. They were seen as undue favouritism and opened up what many felt to be excessive interference by central government.

At national level, the highly controversial Conseil Superieur des Corps Universitaires, which acted as an overlord, vetting all appointments and nominations, will be replaced temporarily.

Its successor will be the Provisional Higher Council for the Universities. The new body will continue to make recommendations about academic appointments to the Minister. But it will take much more account of suggestions coming from local level committees.

Gone is the bias in favour of professors on the 44 separate academic subject committees which compose it. From now on, these will be made up of equal numbers of professors and non-professorial ranks in equal parts. Of these, one quarter instead of one third will be nominated directly by the Minister. The remainder will be drawn by a lottery system from the membership of local subject specialist committees.

The powers of recruitment conferred upon individual universities will be strengthened. This will fall to local subject bodies, and their constitution will be the prerogative of the university president.

Key to the reform is the greater autonomy given to individual universities in the field of staff appointment. In future, the Minister will announce the number of posts to be filled – reckoned to be 2,200 in the coming year 1982/83.

Local subject committees may then recommend up to three candidates for the post announced. However, the Ministry will not be bound by recommendations from the national council.

This will increase the power of individual universities to recruit their staff, but limit the ability of the national subject committees and the Minister to impose candidates which universities had not recommended.

This move is fully in keeping with the commitment of President Mitterand's government to the principle of decentrization.

Paradoxically, the timing of the new reforms bears a remarkable similarity to the *coup d'etat* which ushered in greater central control three years ago. The convenience of the long vacation to hasten through controversial measures seems to be a device as much appreciated by the present government as by its predecessor.

Australian brain drain warning follows pay rise

from Geoff Maslen

MELBOURNE

Australia's 16,000 academics at universities and colleges of advanced education have been awarded 7 per cent pay rise.

The rise, if approved by the federal cabinet, will take a professor's salary to nearly A$47,000; a senior lecturer at the top of the range to A$35,000; a lecturer at the top of the range to A$29,500; and a tutor at the top of the range to A$18,700.

Organizations representing the academics immediately attacked the decision and said it would mean a brain drain from universities and colleges as highly qualified staff moved to better paid positions in industry or in institutions overseas.

The Federation of Australian University Staff Associations and the Federation of College Academics had made a joint claim for a 12 per cent rise to the academic salaries tribunal. The claim was based on an average 12 per cent rise awarded last December to senior administrative and professional staff in the public service.

The staff associations also argued that consumer price index rises totalling nearly 12 per cent had occurred, but academics had not been covered since a national wage decision in May, 1981.

The University Staff Associations said the academics' case had been based on comparison with senior public servants' salaries, the basis on which wage rises had been awarded to academics since 1964. "The tribunal has now knocked us out of that comparision which leaves us with only consumer price index increases, or with work value cases," it said.

The decision by the tribunal was hailed in the press as a victory for the Prime Minister, Mr Fraser, in his call for wage restraint. The federal government intervened in the academics' wage case and called on the tribunal not to award a 12 per cent increase.

The 7 per cent rise for academics is the same as that recommended by a remunerations tribunal for politicians. According to the staff associations, politicians salaries and allowances however, had increased by 49 per cent since mid-1980, while academic salaries had risen by only 26 per cent

Dutch learn from British OU students

by Olga Wojtas

One of the four executive board members of Holland's Open University visited has been visiting the British Open University summer school at Stirling University to talk to students about their courses.

Britain's OU has been chosen as a model for the Dutch Open University which should be launched in 1984.

Mrs Helen Van Eesteren-Smith, a Scottish-born economist and a leading figure in the Dutch women's movement, said several models had been considered including the American, Israeli and German ones. The British OU had been considered the most democratic and most successful.

"We are spending a great deal of time talking to the British about the OU," she said. It was unlikely, she added, that the Dutch OU would establish summer schools since its courses would not run for a whole year but in units of 100 or 200 hours to allow more flexibility.

"There are also practical difficulties with residence, since universities let rooms to students for the whole year. We expect we will have a system of long weekend courses," she said.

Although the OU will not begin courses for another two years, the offices "are inundated daily by people asking when they can enrol", said Mrs Van Eesteren-Smith.

She hoped that equal numbers of women and men would attend the Dutch OU. There had been a remarkable growth in adult education for women up to university entrance level, with around 100,000 studying the equivalent of A levels.

"In the past, girls finished secondary school and their goal was marriage. I think that particularly with the high divorce rates, they are awakening to the fact that education is valuable," she said.

Many Dutch homes have computers and the OU hopes it can develop distance learning through these over the next decade. It would also like to broadcast on cable television but this would mean negotiating with more than 800 local authorities responsible for assembling it.

Release sought

New moves have been initiated to secure the release of Bahraini students arrested in 1978 as a result of their activities in student unions. They included 15 students arrested in Kuwait, where all attended the university.

No charges have ever been made against those detained but passports were confiscated and most of the students remain in custody. The magazine *Index on Censorship*, which is publicising the students' case, has reported that some of those arrested were tortured and kept in solitary confinement for six months.

Mintoff destroys university opposition

by Carl Slevin

The Maltese Prime Minister, Mr Dom Mintoff, seems at last to have succeeded in destroying the island's university as a centre of opposition to his Government's policies.

The last stage in this process came to a head in a speech he gave earlier this month on his 66th birthday. In it, he offered a humiliating settlement to 24 academic staff who had been suspended on half pay by the university council for being absent from work on June 29. They faced dismissal as a result of disciplinary proceedings along with 55 schoolteachers in the same position.

Both groups were taking action in support of a campaign of civil disobedience called by the opposition Nationalist Party over the Government's refusal to discuss the constitutional crisis following the general election last December.

The Nationalist campaign produced a considerable response from other public employees despite a Government instruction on June 28 that they should report for work next day or face disciplinary proceedings.

The boards set up to examine these cases found the absentees guilty and 65 bank employees and various others were sacked. Much activity in the private sector also stopped for the day, and many of the island's shops shut. They have since been prevented from reopening by the police.

The strike resulted from the Nationalists' accusation that the ruling Labour Party won the election through dishonesty. Maltese elections use a single transferable vote system of proportional representation in five member constituencies.

Last December the Labour Party suffered a negative swing of 4.5 per cent compared with the last election in 1976 and received 4,000 less votes than the Nationalists who therefore won an absolute majority of votes. Nevertheless Labour won a three seat majority which is perfectly adequate to govern in the 65-seat Maltese Parliament.

The Nationalists claim this was the result of systematic gerrymandering by the supposedly impartial electoral commission. It is certainly true that the shapes of many of the constituencies which have had their boundaries re-drawn since the last election look very odd in geographic or community terms. On average, the Nationalists had to poll 12 per cent more votes for each seat they won than Labour.

The Nationalists who were elected boycotted Parliament and were unsented at the end of April under a standing order which forbids lengthy absences from sittings. The procedure for replacing members, which does not involve a new election but a new count of the next preferences on the votes already cast, could not be operated because no Nationalist candidates would stand.

As a result, Parliament consists only of Labour members and Malta is effectively a one party state.

The Movement of United Teachers, which represents teachers at all levels, complained to the university council that its action in suspending staff was unjust and unnecessary. It also caused damage to the normal work of the university beyond the effect of a one day's strike, it said.

Some exam papers could not be marked and the matriculation exams could not be processed.

The MUT has also written to the Department of Labour complaining that the suspensions on half pay were illegal in view of the conditions of Employment (Regulation) Act 1952. This prohibits employers from fining employees for taking time off and restricts them to deducting from wages an amount proportionate to the hours lost.

In his speech on August 8, Mr Mintoff announced a scheme to help strikers escape dismissal. The next day, a message was sent by motorcycle dispatch riders to all the strikers telling them to report to the Prime Minister's office on August 10.

There they were presented with a declaration stating that the signatory did not understand the antidemocratic implications of the strike, and would not obey any similar directives in the future. All the academics (apart from two or three who were abroad) signed the declaration, even those who were ill or on leave at the time.

The declaration signed by the academics did not contain one paragraph that appeared in all the others. This said the signatory would accept half pay from the day of the original suspension to the day when the declaration was signed.

Why this paragraph was omitted is a mystery, but it could have complicated legal consequences. Other employees who declarations contained the paragraph may well appeal to the Conditions of Employment (Regulations) Act, 1952, and claim tht they agreed to sign the declaration, which was itself illegal, under duress. Academics, on the other hand, if they go to court, will have to rely on the illegality of the university council's original decision to suspend them on half pay.

The university had set up a three-strong board of inquiry to investigate the disciplinary charges, but its impartiality has been questioned. Each member has connections with the Labour Party or has publicly taken its side in one of the bitter disputes between Government and individuals or private organizations during Mr Mintoff's period of office.

The arbitrariness of the whole affair was best demonstrated by the fact that one of the suspended academics was told after the strike that if he submitted a medical certificate, he would be reinstated and no action would be taken against him. Others who had produced certificates on the day were not excused.

North American news

Business forum set to expand

from Peter David

WASHINGTON

Calls for stronger links between higher education and industry have been fashionable for so long that few academics and fewer industrialists take them seriously.

In the United Kingdom, the typical response to such calls has been the convening of occasional conferences at which junior industrialists and undistinguished academics politely blame each other for the national decline.

A few years ago the picture in the United States would have looked very similar. But in 1978, leaders of the American Council on Education – the sprawling organization which speaks for the universities in Washington – tried to improve matters. They did this by asking why, say, the president of Harvard ought not to meet regularly with the chairman of the Ford Motor Company and tell the president of the United States how to run the country.

A Quixotic fantasy? Not quite. That is precisely what will be happening over the coming months as a result of the outstanding success of a tiny organization set up four years ago by the ACE.

The organization, known as the Business-Higher Education Forum, is not one of Washington's most conspicuous education agencies. A recent decision to expand its staff will not raise the number of employees over half a dozen.

Nor is it an obviously energetic organization. Its main job is to arrange for its 30 or 40 members to sit round a table twice a year or so and discuss a topic of concern to higher education and industry.

If its director, Mr Alan Magazine, finds it hard to avoid gloating about the forum it is not because of the size of its budget or the frequency of its meetings. It is because the 30 or 40 people who attend them can, without exaggeration, be described as some of the most powerful and influential people in the United States.

Who are they? The president of Harvard and the chairman of Ford, of course. But also the chief executives of Rockwell International, Gulf Oil, Westinghouse, Shell, Union Carbide and most of the other industrial giants which, for better or worse, direct the march of history not only in the United States but throughout the world.

Joining them round a single table are the presidents of America's greatest universities – Harvard, Stanford, Princeton, Johns Hopkins, the University of California system and half a dozen more.

It is a unique gathering of the great and good of American industry and academe. The presidents and chief executives have to attend in person – substitutes are not allowed and the number of personal aides is kept to a stern minimum.

Creation of a forum of such powerful people took years of work. It was partly a trick of marketing – corporate leaders sold on the idea were asked to talk their peers into joining as well. But the chief executives of gigantic multinationals would never have agreed to attend regular two day meetings with university luminaries unless the invitation had tupped compelling motives.

According to Alan Magazine, self-interest and the interests of their companies played little part in persuading the corporate executives to join the forum. Asked what membership would do for their own corporation, the invitees were generally told: "very little."

Instead, they joined because of a concern for the public good. "We wanted people with a broad view of what they are doing in their society. A lot of them are renaissance people," says Magazine.

The belief of corporate leaders that they can influence the public good may be a vanity but it is certainly not a delusion. As chief executives of fabulously rich companies, members of the forum could decide without elaborate consultations with their companies to pour millions of dollars into academic projects the forum agreed were worthwhile.

Typical of the forum's work was a recent meeting at which Mr Richard Cyert, president of Carnegie-Mellon University, persuaded some of the chief executives that universities needed an infusion of corporate dollars to keep pace with the Japanese in applying robotics in manufacturing industry.

A follow-up visit to a successful robotics institute at Carnegie-Mellon may result in member companies funding a consortium of organizations prepared to sponsor similar institutes at other research campuses.

But the most telling evidence of the importance of the forum – as well as its first opportunity to play a big role on the national political stage – came in a request by the White House office of science and technology policy to recommend ways the federal government could help spur industrial innovation.

The forum said it would undertake the job only if the president of the United States himself wanted it to. A personal letter from President Reagan quickly materialized thanking the forum for its willingness to make recommendations and promising the full cooperation of the White House.

To undertake the innovation review, the forum has set up a small task force headed jointly by Mr Robert Anderson, chairman of Rockwell International, and Mr David Saxon, president of the University of California. Mr Bill Baker, former president of Bell Telephone Laboratories, is acting as a special adviser to the group.

Nobody seriously expects the forum's recommendations to bring about an economic miracle in the United States. But the innovation project does at least offer government, industry and the research universities a non-bureaucratic mechanism through which particular barriers to innovation can be quickly identified and eliminated.

Because the project will involve personal contact between the heads of corporations, university presidents and President Reagan's personal advisers, its recommendations – whether for changes in patent laws, tax incentives or government regulation of research – will stand a good chance of being translated rapidly into concrete action.

One of the secrets of the forum's success is its informality. Its small full-time staff works hard all year with the staffs of member companies and universities to ensure that when the chief executives meet for their two day meetings nothing obstructs the easy flow of conversation round the table or over games of golf.

It is an unashamedly elitist way of short-circuiting the network of internal institutional obstacles which obstruct changes in firms, universities and government departments. It is the sort of organization which civil service permanent secretaries in Britain would fight tooth and claw to strangle at birth.

But it is also a characteristically direct American response to the perennial problem of enabling higher education and industry to understand each other's aims and, sometimes, help each other to achieve them.

Abolition of team revives sport debate

from our North American Editor

A recent decision by the University of San Francisco to abolish its top-flight men's basketball team has touched off a new debate in higher education about the impact of big-time college athletics on the reputation of host universities.

Reverend John Lo Schiavo, president of USF, said recurring instances of rule-breaking and corruption in the basketball programme had done immeasurable damage to the institution's reputation and integrity.

He added: "However unjust those perceptions, and they are grossly unjust, everyone who cares about the USF programme must realize that those perceptions have developed as a product of the basketball programme. "We have no responsible choice but to rid the university off the burden of them."

The Jesuit University is a two-time winner of the coveted national basketball championship and its decision to disband its powerful team has underscored the need for universities to reform intercollegiate athletics.

For USF the final straw was the discovery that one of its star players had been given clandestine payments of up to $5,000 by a university alumnus in clear breach of the rules for student amateur sportsmen.

Similar infractions have occurred at many universities, and the Washington-based American Council on Education has for several months been considering far-reaching reforms in the highly competitive programme of intercollegiate sports.

Two months ago an ACE memorandum concluded that pressure from university alumni would make it return to "sincere amateurism" in college sport impossible. It suggested that a more honest solution would be for colleges to abandon amateur rules and recruit profe-sional athletes who would not necessarily be students. *The THES*, June 6.

Few college presidents are likely to accept the formal professionalization of college sports however. Most believe college athletes should be bona fide students, although they accept that fierce pressure to win often makes it difficult for coaches to adhere to amateur rules.

The problems caused by competitive pressure were listed in a recent paper prepared for the ACE by Mr Charles Young, chancellor of the University of California at Los Angeles.

They included the deliberate lowering of academic standards in order to recruit top student athletes; inerensing spending on teams to enable them to compete; and extensive pressure on athletes and their families, often leading to the creation of impossibly high expectations.

Nevertheless, said Mr Young, college athletes had made a positive contribution to American academic goals by providing a strong sense of identity for students, staff and alumni and by winning public support for host institutions.

However, that positive relationship can become greatly destructive if the all too prevalent excesses and improprieties within athletic programmes are not quickly curbed, because they will seriously degrade the academic function and materially damage the university's integrity and credibility.

Meanwhile the National Collegiate Athletics Association, which is responsible for overseeing university sports, has set up a committee of university presidents and coaches to review the conduct of sports programmes.

The committee will be directed by Mr John Schaefer, former president of the University of Arizona.

MIT's non-academic staff hit by new round of cuts

from E. Patrick McQuaid

CAMBRIDGE, Mass

Faced with an anticipated deficit of $2m, the Massachusetts Institute of Technology has announced plans to cut $11m from its administrative and support services accounts over the next three years.

While teaching and research posts are likely to be unaffected, the institute says there will be 400 casualties among non-academic employees.

Mr William Dickson, a senior vice president, predicted that half these positions would be vacated voluntarily and MIT may be forced to make 200 compulsory redundancies.

A $2m deficit in last year's operating budget was covered by liquidating some of the university's assets. This came despite efforts to buttress MIT's fiscal operations with roughly $6m in unrestricted grants and gifts, which ordinarily would have gone to increase its endowment.

MIT's budget for the fiscal year which expired June 30 totalled $510m, of which some $73m was spent on administration and support services. Plans call for reducing that allocation by 5 per cent annually during the next three budgets, according to Mr Dickson.

The cuts will be selective and not across the board, he explained. Specific administrative and support services will be selectively reduced.

Inflation has effectively crippled the university's traditional reliance on tuition fees – $6,350 last year – and returns on endowment investments to carry operations from year to year. Mr Dickson added a few teaching and research posts may be eliminated as they become vacant.

Industrial support is helping to partly offset uncertainty about levels of federal support for basic research at MIT. In announcing an agreement between the university and W. R. Grace and Co, a leading manufacturer of specialized chemicals, the president of MIT, Mr Paul Gray noted that such support has more than tripled in five years. The Grace pact will award between $6m and $8.5m over the next five years to support a variety of research projects in microbiology.

Industrint support for research at MIT totalled $6.7m for the 1977/78 academic year, said Mr Gray, and grew to $20.3m in 1981/82. Total federal support has grown to about 10 per cent annually from $102m to $157m during that same period.

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Washington DC 20045;
Telephone: (202) 638 6765

Desert plant turns into cash crop

Research workers at the University of California have turned a hardy Mexican desert plant, whose seed contains 53 per cent of oil, into a profitable cash crop with a high potential for land reclamation.

Professor Demetrios Yermanos of the university's department of botany and plant sciences recently attended a seminar of specialists from Arab and African countries held in the Sudan where the first experimental seed crops of the jojoba bush have been harvested.

The African experiments are progressing under the auspices of the Sudanese ministry of agriculture with scientific advice from the university and financial assistance by the Vienna-based United Nations Development Programme.

Hundreds of farmers on the west coast of North America already produce jojoba commercially across 20,000 acres, fetching as much as $20 per pound of seed.

Jojoba seed oil is a likely substitute for sperm whale oil whose import is increasingly being banned by the industrialized world. It is a good motor lubricant and a potential basic raw material for a range of pharmaceutical and cosmetic products.

Professor Yermanos has cultivated the plant under laboratory conditions for a decade, producing spectacular results. The plant – first spotted in the inhospitable Sonora Desert of Mexico – yields its first crop in three years. It can produce 3,000 pounds of seed per acre a year in less than ten years, offering a very high financial return at current prices.

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Watershed for higher education

Donald Fields considers how the forthcoming general election may affect Swedish academics

Dons faced with the university spending cuts in Britain might be consoled to know that their counterparts in lands more liberally endowed with milk and honey have not gone unscathed. Sweden, boasting double the UK's wealth in GDP per capita, is tightening its belt in what the jeremiads of Stockholm view as an economic crisis. The diagnosis may seem overdramatic to casual observers of this welfare state, but it is borne out by respective OECD growth figures of 1.42 per cent minus 0.9 per cent, 0.75 per cent and 2.5 per cent for 1980 to 1983 inclusive.

For the third year a 2 per cent cut in real spending on higher education, excluding research, has been incorporated into the central government budget. Though there is evidence to suggest that Swedish universities could be 10 per cent more productive with the resources they had before the cheeseparing, the phasing in of a parsimonious approach is awkwardly timed. Thanks to the demographic structure and the exigencies of the job market, a considerable upsurge is foreseen over the next few years in the number passing the all-important student matriculation examination, while the extension of the concept of high school (Högskola) to cover professional studies attracting a substantial adult enrolment is being implemented after enactment in 1977.

In 1980 159,500 people were registered as undergraduates and 13,000 as postgraduates at the seven universities and 26 colleges qualifying as "högskolor" a designation now so broad that only 39 per cent of undergraduates are aged under 24, with another 23 per cent over 35. Almost 29,000 first degrees were awarded in six vocationally defined categories, with the medical and teaching professions each accounting for almost a third of this total and "education for technical professions" for a conspicuously low one tenth, despite its ability to command over a fifth of government appropriations.

The number of applications for university has been expanding steadily since the 1977 reform, and 63,000 have been in the hunt this autumn, when Sweden faces a general election. Yet there are only 7,000 to 8,000 places available in the general study programmes, with a further 17,000 in courses tied to local needs and conditions. The growing imbalance between demand and supply is partly explained by worsening job prospects: while the unemployment rate is still only about 3 per cent, there is a clear squeeze on vacancies as Sweden stops subsidizing unprofitable industry and slims its public administration, and qualified youngsters prefer the "högskoln" to the dole queue.

Nevertheless, the contraction in higher education forces many schoolleavers into the problematic labour market, and the centre-liberal minority government has acknowledged the problem by coming down less heavily than originally envisaged on the number of university places in its latest budget.

Altogether, in the year ending June 30 1983 about SKR5.4bn (£505m) will go into the university system, including SKR2.7bn (£252m) on undergraduate studies and SKR1.4bn (£131m) on research, besides this sum, SKR600m (£56m) will be channelled into research councils, consolidating Sweden's impressive record of spending about 1.8 per cent of its GDP on Research and Development. After allowing for inflation, the vigour with which the government is adhering to its own spending guidelines is open to interpretation.

Acting as a buffer between the ministry of education and the seats of higher learning, the National Board of Universities and Colleges outlined four questions when submitting its budget request.

Can the universities count on continually increasing research allocations?

Should they expect further cuts in undergraduate programmes?

Will a reduction in average costs per student be possible without a deterioration in quality?

How can the student bulge, which ideally would require an extra 12,000 freshman places in 1984–8, be accommodated?

Since the spending scalpel is not dismembering research, professors may feel less apprehensive on this than on other scores. However, the NBUC makes the point that the growth of allocations for traditional, "free" research has been slowing down, in contrast to the considerable boost in funds for "mission-oriented" projects. It welcomes a government proposal to transfer a share of the outlay on sectoral R & D programmes, on which Sweden sets store, into strategic research done by the universities. But it says the need for a coordinated research policy is urgent, and laments that Sweden is behind Finland and Norway in evaluating the position of basic research.

At this stage, NBUC's exhaustive 53-page draft gets somewhat bogged down in platitudes, but the need to plan research more clearly shines through the convolutions. In this context, there should be more professional chairs, and the "middle positions" – research assistants and assistant professors – should be boosted.

The report notes the heavy impact of external financing of university research in the social sciences, with most relevant departments obtaining more than 60 per cent of funds. In this way and the extreme case (automatic data-processing at Umeåå University) reaching 95 per cent. This pattern emphasizes statistics showing that the business enterprise sector was responsible for all of 70 per cent of Sweden's total R & D expenditure of SKR8.6bn (£801m), compared with about half in other Scandinavian countries. Belying the welfare state image, only 8.5 per cent was initiated directly by the government, while the higher education sector covered 22 per cent.

The NBUC's proposals on undergraduate programmes give high priority to the technical sector because of a shortage of engineers, especially in computers and electronics, and the recent sharp rise in applications for appropriate courses. It believes economy measures, achieved through "suitable rationalization" that "will not affect the quality of education", will primarily hit non-technical sectors.

Analyzing the prospects for rationalization, the report regrets that debate is focussed on the size of appropriations rather than the total resources available, and that universities find it difficult to evaluate the costs of various study programmes. "It is important to relate the input of resources to the results achieved and to follow the cost/result development from year to year," it says, probably with a wistful glance at the relatively high wastage rate in recent years. Without pinpointing the concrete measures that can save costs, it warns that cuts can cause temporary problems because "large resources are tied to regular jobs". Anticipating eventual cost reductions in the administrative machinery, it speaks of staff training and transfers, and "perhaps unavoidable dismissals".

On the last of its four questions, the "student peak", the NBUC suggests dingramatically that a temporary increase in undergraduate capacity would cover the 1984–8 period, with a return to present levels by 1992. This implies that the government which will emerge after the election on September 19 will have to make agonizingly fine calculations about how to marry seemingly irreconcilable objectives of getting bigger while cutting the tertiary education cost from a smaller cloth. This cost-consciousness has tended to divert attention away from the more abstract debate about quality, in which rectors have expressed misgivings about the standards of some degree courses, of some researchers and lecturers enlisted by the universities, and of education offered by the all-embracing comprehensive school.

In an acerbic election campaign, education has been treated as a minor issue. But since it is a function of Sweden's economic successes and shortcomings (with a large central government budget deficit roundly deplored in this August's OECD survey), it is never far away from the hustings. With emotions running high over a proposal for wage-earner funds, the clash over the direction of the economy between the Social Democrats, attempting a comeback after six years, and diffuse non socialists has rarely been more acrimonious. That is why the forthcoming vote could be a watershed for advanced education in a country that has blazed so many social and pedagogical trails.

Paul Flather looks at a new volume of essays to celebrate 700 years of Balliol College Oxford

The legends of the making of a first-class college

Unravelling legends can be fun. Balliol by reputation, is Oxford's cleverest college, it still holds the record for the highest number of firsts in one year (33 in 1974). Former students include Milton, Matthew Arnold, Gerald Manley Hopkins, Graham Greene, Tawney, Namier, C. D. H. Cole, Swinburne, Harold Macmillan, Edward Heath, Roy Jenkins, Denis Healey, Beveridge often they end up in positions of some influence.

The making of modern Balliol dates from from the nineteenth century from the days of its most famous master, Benjamin Jowett. He is, regarded as the architect of the present education pattern in Oxford, the reformer striving to open universities to the able but poor, the brilliant trainer of future leaders and thinkers. Of Jowett it is said, "what he knew not was not knowledge".

A new book of historical essays just published to celebrate the seven hundredth anniversary of the presentation of the college's first statutes sheds interesting new light on the college's legend. It shows Balliol, in common with many Oxford colleges, had humble beginnings, and even during the Civil War when Oxford was the Royalist headquarters it was treated "little better than a tavern". It shows how Balliol was inspired by radical theologians down the centuries.

The rise of Victorian Balliol was really caused by reforms to its examinations, introduced between 1798 and 1854 by two masters, John Parsons and Richard Jenkyns. Balliol was the first college to take open examinations seriously, and in an essay entitled *Sound Religion and Useful Learning*, John Jones, a chemistry fellow, charts the changes which led the 1852 Royal Commission to comment on the distinguished reputation of the college "peculiarly free" from restrictions to elect the best candidates to college posts ranging from fellowships even to its Visitorship.

Parsons, the son of a butler from Corpus Christi College, frequently incapacitated by gout and not generally known for his scholarship, became a dominant figure in the university. His main contribution was as a member of a committee which introduced honours examinations in 1800. Until then fellows had the patronage under the 1507 Statutes to hand out scholarships, and college students enjoyed advantages over external candidates for fellowships. The result was an inbred society with family ties much to the fore: two scholars were even in the hands of one local school, Blundell's.

One of the first open scholars was Richard Jenkyns, praised for being *"literally* a scholar." His rule saw the fellows surrender their individual rights to appoint scholars in 1827, college prizes were distributed for excellence in academic competitions, and the new open scholarship schemes were embodied in the statutes in 1834. Balliol was on its way.

The first essay, on *The First century of Balliol Men 1260–1360*, looks at the antecedents to the day the college "opened its doors and sent out a phalanx of first-class men to rule the *res publica*". Balliol began life with a distinct northern flavour with poor scholars from Northumberland studying in Oxford on the pittance of the Balliol family.

The original impetus came from the Bishops of Durham, one of whom endowed a house for poor scholars as a nuisance on his neighbour, John (Balliol), the Lord of Bywell and Barnard Castle, another persuaded Balliol's widow, Lady Devorguilla, to continue the endowments, and a third transformed the college in 1340. For the Durham establishment Balliol served the useful role of turning rough northerners into competent officials and parish priests.

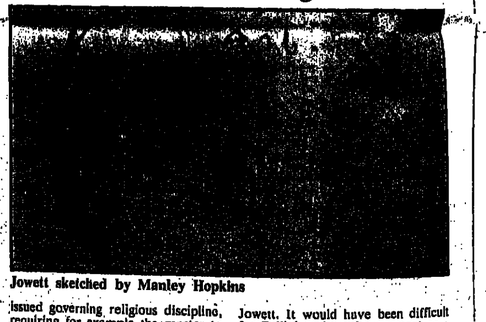
The arrival of John Wyclif, as master in 1360 marked a turning point. The college became more of a community with scholars attracted by Wyclif's radicalism and inspired lecturing. A new breed of theologians, builders, and bibliophiles arrived generous in gifts of property and books to the college. Wyclif's philosophical ideas were heard as far away as Prague – ironically a city that has in recent years expelled Balliol philosophers, including the current master, Dr Anthony Kenny, for giving seminars.

Wyclif, condemned as a heretic in 1381–82 was just one of a number of radical theologians linked to the college. Another was of course Jowett, charged with heresy before the vice-chancellor's court in 1863. Yet another was Dr Tobias Crisp (1600–1643) plucked from relative obscurity in an essay by Christopher Hill, the former master and eminent Marxist historian, Crisp joined Balliol in 1626 to take an MA, the year before Milton arrived as an undergraduate. In his sermons he tackled the age-old conundrum trying to reconcile free will with predestination and God's omnipotence. He sought to reassure believers that they were secure from damnation, not to terrify them. Sin, he declared, is finished. The problem was his left the orthodox Church little scope.

Such popular antinomianism although not unprecedented, was considered scandalous. His sermons could only be published posthumously, and certainly not before 1640 when Laud was Archbishop of Canterbury. Even 200 years later Crisp's sermons troubled theologians.

Another Balliol clergyman of some repute was Father Robert Persons, a Catholic and in the latter part of Queen Elizabeth I's reign became a spokesman for English Jesuits. In the 1960s Balliol was relatively insignificant, supporting just half a dozen fellows. By the 1580s the college had acquired a reputation as a "haven of sectarism".

These were the days when popery was being stamped out in England. In 1565–66 Ordinances had been issued governing religious discipline, requiring for example the master to take the whole college with him to university sermons; those who missed out once were fined one shilling, those who missed three times were liable to be expelled.



Jowett sketched by Manley Hopkins

Theological clashes continued into the nineteenth century when Jowett was a fellow, and wrestled with a question he set himself in 1867: "Why are really great men never clergymen." His work as an eminent theologian and clergyman are often overlooked. An essay by the Reverend Peter Hinchcliff, the college chaplain, attempts to set the record straight. His *Essays and Reviews* published in 1860 caused more debate than any other theological work in the century.

Jowett later had the degrading experience of having to swear again on the *Thirty-Nine Articles* of the Church of England. In 1863 a prosecution was even taken out against him, but the vice chancellor's court declined to take it up.

Jowett, as Regius professor of Greek also played a key part in the golden age of Balliol classics in the 1860s when Gerald Manley Hopkins, author of another essay, took Greats at the college. Balliol produced scores of Firsts, many to be elected Oxford fellows. Hopkins's tutors included such distinguished names as Robert Scott (master from 1854 to 1870), W. Lee Newman, T. H. Green, and Edwin Palmer, besides Jowett. It would have been difficult for Balliol to have kept a poet as a fellow, but Hopkins made it impossible by becoming a Catholic.

Two more esoteric essays deal with the college accounts in the eighteenth century, known as the bursar's *compull*, and the history of the Balliol-Trinity laboratories, the first chemical laboratories built in Oxford.

The book as the editor John Prest, a fellow and senior lecturer in history, writes in the preface represents a sample of current inquiries into Balliol history. They were not drummed up, and form no definite pattern. But the Balliol legend is thrown into pretty sharp relief, even if the image is slipping somewhat these days, with the Junior Common Room reportedly far less avowedly non-conformist, and the college usually fifth or sixth in the Norrington table of examination results.

Perhaps Balliol's real contribution has been as a hot-house of different conflicting ideas: after all the answer to Jowett's great question "Why are really great men never clergymen?", his answer, is that the truly great "don't like to submit to the gene of a received creed." Perhaps also the impact of radical theology is lost in the age of computers and microchips.

Balliol Studies, edited by John Prest, is available from the Balliol Society Secretary, Balliol College, Oxford. Price £6 plus £1.50 post and packing.

Jon Turney talks to Dr Kenneth Miller, first director general of the newly-formed Engineering Council

Variations on a theme

The visitor approaches Kenneth Miller's office down a corridor of empty rooms, reflecting the gap between the Engineering Council's aspirations and its present level of activity.

As the council's full-time director general since the beginning of July, one of Dr Miller's first jobs is to populate the silent suite of offices in the City of London with people capable of building what Sir Monty Finniston's report on the engineering profession called an "engine of change".

Finniston intended the council, or the Engineering Authority as his committee wished it to be, as a body which would not take over from existing agents but make its mark by "orchestrating the activities of those agents to produce coherent themes instead of the current dissonance".

The man chosen to lead the orchestra, in concert with the council's chairman, Sir Kenneth Corfield of Standard Telephones and Cables, has experience in each of the main sectors whose activities need to be brought into harmony – in the profession as a member of the Council of Fellowship of Engineering, in government circles through work for the British Transport Commission and other bodies, in Industry with ICI and later APV Holdings and in education as a member of the University Grants Committee.

Dr Miller considers that the council will have to exert influence in each of these areas if it is to be successful. And if the output of the engine of change should be an improvement in "the engineering dimension", its motive power will be provided mainly by comment and policy statements designed to change attitudes to the profession.

It is difficult as yet to judge how effective this will be, or exactly what form it will take, as the council has not formulated policies in detail much beyond Dr Miller's suggestion that "we shall be giving our views and bringing influence to bear in changing many things".

However, he believed that Sir Kenneth Corfield and the other members of the council had done "a quite fantastic job" in getting things moving in the early part of this year without benefit of any supporting staff.

Four working groups were in being – on the professional engineering institutions, industry, innovation and design and education and training, the latter chaired by Geoffrey Hall of Brighton Polytechnic and including Michael Harrison and Baroness Platt. Each group would be providing suggestions for a definitive policy document which will be published in September.

However, when details of policy are available, we are likely to find that the council will not shrink from making unpopular recommendations, and will favour definite choices rather than general exhortations.

On education, for example, Dr Miller insisted: "It isn't just a matter of saying we need more engineers, nothing as crude as that. You must go into much greater detail and decide which areas of technology will be developing in the future.

"There's already a shift now – the GEC's and Racal's of this world have a very difficult job getting enough light electrical and electronic engineers, whereas other, well-established areas find their industries in recession."

He agreed that part of the Council's job was to spot the areas of likely future expansion, as ICI had done when he began his professional career. "ICI just after the war was at the bottom of a magnificent 'S' curve of development called synthetic materials, and the growth we experienced in the early 1950s in the new petrochemicals division was very thrilling."

Today, similar developments were beginning in communications and microelectronics. "The information technology revolution goes right to the heart of the process of making things . . . and this is the current real growth area."

But growth will clearly have to be selective, not least in the education sector. Here, Dr Miller's involvement with the University Grants Committee has already shown his support for promoting some institutions at the expense of others.

Recalling the withdrawal of funds from Salford and Aston universities last year, he said: "Some people thought we hadn't taken enough notice of some evidence, such as the employability of graduatesm, and we were accused of cutting the technological universities. But we were recommending an *increase* in engineering students, against the general trend of an overall drop in student numbers."

And he remained firmly convinced that it was necessary to differentiate between institutions within engineering, and that the pattern of cuts was correct.

"When we administered our cuts, I crosschecked with people I knew in the CBI and in the main engineering institutions. And of course the institutions conduct their own in-depth assessments of all the engineering departments in different universities for course accreditation.

"I asked them, 'where have we got it wrong?'. And the answer was, 'You haven't – you've got it absolutely right!' ", he said with evident satisfaction.

Dr Miller agreed: "The final judgment is a subjective judgment of the quality of teaching and research. But when I found that judgment backed by the CBI and the engineering institutions I felt we had very good support, so basically the UGC held their line when Aston and Salford came out and did battle."

Dr Miller will retain his place on the UGC following his appointment to the Engineering Council, but in other areas the council will have less direct influence on the shape of future attitudes to the engineering dimension. However, he clearly felt that the UGC's way of working was a good model for developing the council's work.

The Finniston Report stressed that to accomplish its remit the new body would need statutory powers to expedite change inside and outside the profession. But Dr Miller saw no need for this, and was happy with the powers granted the council under the Royal Charter.

"I'm not sure what you could bring about as a statutory body that we couldn't do more effectively as an influential body. How is anything ever done except by persuasion?

"Things really happen in this country through influence, and the classic example of this is the UGC. It is not even a chartered body, but it does the job, through reputation and known track record."

It is clear from reading reports on the state of the profession and talking to those involved that participants in the debate about the direction of British engineering need a keen sense for the nuances of phrases whose meaning can appear elusive – the engine for change, the engineering dimension, a known track record; the list could be extended.

Dr Miller: "orchestrating coherent themes instead of dissonance"

Dr Miller demonstrated an impressive facility for using this language with confidence. Moreover, he also had a keen sense of the context in which these phrases will have to be translated into concrete measures, and believed that other forces were on his side.

"We need changing long-term attitudes, and we also need much more immediate change in the running of industry. I think there's an awful lot going our way at the moment – the country is more prepared for change than it has ever been in the last twenty years."

He took special encouragement from the history of recent industrial disputes. "In the past two or three years, labour relations in industry have changed dramatically. We saw this unfolding with the Associated Society of Locomotive Engineers and Firemen. No one could have contemplated what happened here three years ago."

This was significant because the union was changing in ways "which technology has shouted at us for years". Many other industries could do with similar changes, in his view.

But though these developments promised much, they would not suffice by themselves. We also needed changes in attitudes to innovation and the marketplace. "This again goes very deep into the education system", Dr Miller believed, and into British economic history.

After the beginning of the industrial revolution we began to assume that wealth production would be automatic and let other countries outstrip us in adoption of new technology. Now we have to change our priorities, he says.

The key was not just changing factories, but getting at the people who run them. "Social organizations have much greater inertia than physical plant. The nub of the thing is changing attitudes – and I wouldn't have taken on this job if I didn't think attitudes were already changing."

If this judgment proves correct, the function of the engine of change will simply be to impart a little extra momentum to movements which are already well underway, and the Engineering Council seems well equipped for this role.

On the other hand it is doubtful without that a more powerful *stimulus is* needed, to *initiate* change rather than oil the wheels, the council may get find organizational inertia as much of an obstacle in the future as it has been in the past.

Olga Wojtas looks at the continuing devolution debate and the Campaign for a Scottish Assembly

The 'yes, no' show

It is now three and a half years since the Scottish referendum on devolution. The referendum's outcome has often been mistakenly characterized as "the day that Scotland said no". In fact, 51.6 per cent of those voting voted for devolution.

But the referendum faced the unprecedented hurdle of a required "yes" vote of 40 per cent of the potential electorate, despite criticisms that the electoral register is never up to date, and that people who have died were unable to vote, or simply did not vote, would automatically be registered as voting against devolution.

The "yes" voters represented only 32.5 per cent of the electorate, with those actually voting "no" representing 30.4 per cent.

It was likely that following the result of the referendum, the concept of devolution would fade away. That it has not is due in large measure to the work of Dr Jack Brand of Strathclyde University's politics department. He is chairman of the non-partisan, all-party Campaign for a Scottish Assembly, which emerged in the months following the referendum from the ashes of the "Yes for Scotland" campaign.

A major problem in 1979, says Dr Brand, was that there was no coordinated "yes" campaign. The "Yes for Scotland" campaign which attempted to be a joint venture from "yes" supporters refusing to work with one another and breaking into an official Government campaign, a Liberal campaign and a Scottish Nationalist one.

"There was only one "no" campaign, largely organized by the Conservatives – who officially opposed a Scottish Assembly, because they wanted something better, not because they were against devolution *per se*.

"The Campaign for a Scottish Assembly has been very successful in getting people from all the major parties together," Jack Brand said. It has also provided the impetus for other interested groups, such as the Church of Scotland, trade unions and local councils, to come together.

The campaign's success may stem partly from its working at the lowest common denominator of those backing devolution. "We're trying to commit organizations to the idea of devolution, so that the Labour Party, for example, is contantly reminded that it has come out in favour of it." Dr Brand said.

The campaign has been using the soft sell of festivals to keep the idea of devolution in front of the Scots, but has also been sponsoring national and local conventions to debate home rule.

At one of these, in Edinburgh, Strathclyde University's principal Dr Graham Hills, praised the Scottish education system and said that if the only way to protect it was through an assembly, there should be one.

Under an assembly, education should become more accessible, flexible and broadbased, he said. Dr Hills was not speaking for Strathclyde or as its principal, but from the floor during the open debate.

But the views he expressed would never have come from a principal in the days before the referendum when, although the majority of voters voted "yes", the universities and their principals made it quite clear they wanted no part in the assembly.

Their view was that devolution and academic freedom were incompatible, and that the universities ran the risk of blatant political interference if they came under the control of an assembly.

The principal of St Andrews University, Dr J. Steven Watson, said it would be difficult for the Scottish universities "to maintain their present standards if they were cut off from comparable institutions in England and Wales", and no principal was heard to disagree.

Jack Brand feels that in 1979, people were thinking less about particularly Scottish questions and more about their worsening economic situation. "They felt much safer if they were all united in one country, because if we became devolved, that might be a step to independence, and then would there be a social security net?"

The economic situation is still bleak. But a crucial change is that the government in 1979 was Labour, for whom Scotland had voted. In the last election, Scotland voted Labour even more overwhelmingly, but found itself governed by the Tories.

"Many people feel that any change is worth considering, that Scotland needs protection, and that the only protection it can have is control of its own affairs," Dr Brand said.

It is probable that there has been a similar change in attitude among academics as a result of the government's education cuts, now it has been realized that the London-based University Grants Committee is not the upholder of academic rights it was thought to be.

The Scottish Assembly proposed in 1979 had no fiscal powers and no control over the universities, but some people think that even then the universities would have been afforded some protection. This would have been because there is generally more interest in higher education in Scotland than in England and Wales, and the assembly could have made strong representations to the Government.

But others would go further. Mr Christopher Price, chairing a Commons Select Committee investigating the effect of the UGC cuts, said at Stirling University that in 1976, the eight Scottish principals had decided to stay with the UGC in preference to joining any Scottish tertiary scheme.

Stirling's principal Sir Kenneth Alexander, who like Dr Hills, has taken over since then, said he would have argued for devolution, because of greater accountability and because he believed in it as a principal.

He told the select committee he thought Stirling would have been "in much better shape" under the Scottish Education Department than the UGC. "I believe it's utterly wrong that the UGC is removed from democratic control as it is. Parents, young people, university teachers and the public at large should all be able to direct painful questions at the politicians," he said.

This question of accountability is strongly echoed by Professor Nigel Grant of Glasgow University's education department. In his recent booklet, *The crisis of Scottish education* he argues that the Scots must control political decision-making if they wish to decide their educational future.

While Scottish education, excluding the universities, is administratively devolved, there is no political control within Scotland of specifically Scottish government departments, he points out.

"Even educational legislation that applies to Scotland only is made by the whole Westminster Parliament whether it is what the Scottish MPs want or not. When the political balance of Scottish members is different from that of the House as a whole, the oddity of this situation is made even more obvious," he says.

Scottish education, with no effective forum to discuss its future, is suffering from a crisis of identity, Professor Grant maintains. Even its noted broadbased curriculum has been eroded with the majority of the universities dropping their language and science entrance requirements. This is having an effect on the school curriculum, he continues, with not only independent schools but several public sector ones presenting pupils for English A levels rather than Scottish Highers.

But there are signs that Scottish education is trying to come to grips with its identity crisis. One of the main criticisms of the recent Scottish Tertiary Council report was that it did not include the universities. The council's ingenuous reply that they were not included since they do not come under the SED is meeting little sympathy.

There is a strong feeling that the Scottish system is distinctive, but that a conscious effort must be made to maintain its historic strengths of a broad ducation, a lack of elitism, and close links between universities and their local schools and colleges.

Moves towards a solution are still very tentative, but there appears to be growing support for Principal Hills' sentiment that if Scottish education will be upheld by a Scottish Assembly, then so be it.

Learning by word of mouth

Anthony Seldon argues oral history can add to understanding of society

Sight and sound: these are the means by which we learn about the past. Sight, usually of written documents, is unquestionably the more important, because documentary evidence is produced at the time and not brought into existence retrospectively. Yet originally the historical record of a people was passed on by word of mouth, and oral records still play an important part in our awareness of early civilization.

With the spread of writing skills and with improvements in the quality and availability of paper, more and more of the historical record came to be written down. With the introduction of the typewriter, from the end of the nineteenth century, and the development of reprographic technology since the Second World War the process of widespread production and dissemination of written evidence was complete. The problem for scholars then came to be seen increasingly in terms not of whether there would be sufficient documents to form a comprehensive view of the past but rather how they could possibly produce a coherent picture from the proliferating mass of written material available.

The trend in favour of exclusive reliance on documentary evidence did, however, begin to be checked by two post-war developments: journalists in Britain in the later 1940s, and academics a decade later, both conscious of the shortcomings of official evidence sources like Hansard, began to cross-examine politicians and civil servants with a new vigour and directness. Journalists and academics had of course interviewed policy makers before, but the scale and penetration of their questioning were now to increase dramatically. At the same time, the second development, this time in technology, was opening up new possibilities – the marketing of cheap tape-recorders.

In the United States, the professor of history at the Columbia University, Allan Nevins, who had become exasperated with the paucity of available information about major American figures outside of obituary notices, pioneered a new term for an age-old activity – oral history. In truth this was merely the old oral tradition revamped with a new and somewhat misleading name (for "history", read "evidence"), recorded – usually – on tape rather than being left to travel from mouth to ear to mouth until eventually committed to paper. In the United States oral history burgeoned rapidly. No longer was it left to individual writers to travel the interviewing circuit; now oral archives were established with systematic interview programmes, trained interviewers and archivists and storage facilities for both tapes and interview transcripts. From Columbia University the word spread; within a few years of President Kennedy's death more than 500 interviews had been recorded in the Kennedy archive, some many hours in length. The presidential libraries of F. D. Roosevelt, Truman and Eisenhower quickly followed suit. Oral archives mushroomed in the 1960s, focusing on different aspects of America's history, the history of business and of science, of culture and of society. Within a few years oral history archives were appearing worldwide – in Canada, Austria, Israel (with the particularly poignant memories of the Holocaust) and Germany.

Britain viewed these developments from across the Atlantic with a mixture of curiosity and scepticism. Somewhat tentative projects devoted to the collection of the oral evidence primarily of politicians were attempted by Granada Television and Nuffield College, Oxford, but neither project was to develop significantly. The main source of enthusiasm for oral history was among those interested in recording language, dialect and folklore, such as the School of Scottish Studies and the Welsh Folk Museum. Britain's social historians had been particularly concerned by the dearth of written material from the non-elite sectors of society, and the need to compensate by recording on tape information about their lives and about their reactions to major events. From these historians and sociologists came in 1969 a journal, *Oral History*, edited by Paul Thompson; and in 1973, the Oral History Society, based at Essex University. The society has pioneered the use of oral history in new areas of research – women's and immigrants' history, for instance – and under its aegis much progress has been made in extending the use of oral history in schools. Paul Thompson's *The Voice of the Past*, published in 1978, remains the most accomplished and important book to have been published in Britain on the subject.

Social historians aside, the main effort in Britain to record institutional oral history has been in the field of military history, notably at the Imperial War Museum under David Lance, and in that of colonial history in centres like the Oxford Development Records Project. Most recently the British Oral Archive of Political and Administrative History was established at the British Library of Political and Economic Science (attached to the London School of Economics) to record information about Britain's rapidly changing post-war body politic. Two hundred and fifty in-depth interviews were to be recorded, ranging over the careers of the most senior surviving ex-ministers, civil servants and Service chiefs from the years 1945 to 1975. A pilot project was carried out in 1980 which recorded 40 interviews with retired Cabinet ministers, permanent secretaries and others; the following year the project had to be abandoned because funds were no longer forthcoming to continue the work.

The concentration of the work in oral history in Britain by the social historians, often displaying a not insignificant ideological fervour and zeal, served only to confirm the suspicions of many of Britain's older historians. Prominent among the sceptics was – and is – A. J. P. Taylor, who sternly criticized the practice of recording "old men drooling about their youth"; moreover, he believes "there is the professional recollector who creates myths and forgets what really happened".

Failure of memory is indeed a serious criticism which can be levelled against oral history. To this can be added retrospective editing, self-justification, rationalization, Taylor's myth-building and a host of other evils. All these carry substance and perhaps none more than the opportunity cost argument, which operates on two planes: at the institutional level there is a strong argument which says that, especially at a time of severe retrenchment in education and research, available resources would be better spent locating and preserving written documents already in private possession; at the individual level, the argument is that the researchers, especially busy academics, can spend their limited time far more profitably if they focus their attention on written documentary evidence rather than on interviews which, very often, provide little in the way of new factual material.

Yet why is it that, in the face of all these problems, so many academics and authors persist in gathering interview evidence for their books? Some feel strongly in favour of interviews. Nigel Hamilton, Montgomery's biographer, has argued: "It is amazing how many lazy historians we have – academics too indolent to conduct interviews with surviving participants, and content to work in a safe world of published evidence which they can control more easily." A glance through the acknowledgements of most books on modern subjects similarly reveals authors' indebtedness to interview material. But what is it that they are seeking, and why did they seek oral evidence when most authors are all too aware of the hazards?

Trench life: military historians have relied on oral evidence

Deficiencies in the written evidence provide one reason why oral evidence is sought. But the criticism that oral evidence is unreliable at producing the hard facts misses the point, as it is not usually this type of information which gatherers of oral evidence are seeking – except for those cases where there are no or only few documents available, as for the contemporary or "instant" historian, or indeed the political scientist, writing on top of the events being discussed and before the release of any official papers.

The last 50 years have seen a decline in the long discursive letters and diaries which provided such a wealth of material for scholars studying earlier periods. In this context it has been found that to interview the "actors" in historical events, or witnesses to the life of a particular person under study, can yield information about personalities, motives, relationships, atmosphere, contemporary perspectives and concerns, and a host of other less tangible benefits. Interviews, moreover, give researchers a chance to test our hypotheses with those who saw the events from the inside, ask them if they can solve inconsistencies they may have encountered, and interviewees are often willing to provide or lend new written material.

If the *raison d'etre* of oral history was solely the discovery of new information, fact or opinion, for scholarly research then its role would be more circumspect. But another main purpose of oral evidence should also be mentioned: it can provide material for educational purposes. The last 15 years have witnessed a dramatic increase in the range and possibilities of the use of oral history on television, radio and on specially prepared video or sound tapes for educational programmes. As school and university syllabuses gingerly extend their frontiers beyond 1945, there will be a far greater potential for teaching material which utilizes the voices of those who shaped post-war Britain, be it politically, culturally or socially. John Mackintosh had this aspect much in mind when a short while before his death he called for more audio and visual material to be used in the teaching of political science and recent political history.

The use of oral evidence raises more questions than it answers; it is a highly problematical and expensive historical source, whose reputation has suffered from exaggerated claims by its enthusiasts. Better to see it even as the somewhat wayward child, born from the timeless tradition of people's curiosity about their past catalysed by the twentieth century revolution in technology. Yet it is a child which if it is not to grow up delinquent needs to be carefully nurtured, and its future role deeply pondered, so that it will be able to make its proper – and unique – contribution to the understanding of society.

The author was responsible for establishing the British Oral Archive of Political and Administrative History at the London School of Economics. His study of oral history, By Word of Mouth, *will be published by Methuen next March.*

Donald Watt looks at the way universities are entering the advertizing market

The hard sell

One of the odder elements in the crisis which has overtaken British universities in the past three years or so is the way universities and departments are increasingly adopting the manners of the marketplace in the advertizing media to compete for students. We are still, I suppose, some way off the television jingle or the radio commercial; nor indeed could universities or their publicity advisers be sure of justifying expenditure on such high cost advertising to their paymasters. But at least three universities, Liverpool, Warwick and Leeds have produced films which, whether on 16mm or on video-cassette, are aimed at the sixth former taking A levels who is considering going to university.

Warwick 93: The University of Warwick (which comes accompanied by an attractively produced brochure) makes no bones about its purpose. It opens with shots of the UCCA booklet on how to fill up an UCCA form, dwelling particularly on that section which begins, "List your universities in number and precedence". From there it switches to a graduation ceremony, cutting to shots of trains arriving at Coventry station, followed by an aerial shot of the campus interspersed with shots of new students registering.

Leeds: Twenty-Three Minutes (made by the film unit of the University of Leeds audio-visual service) is even more practical. After opening shots of the student union's television society and shots of the university speeded up like a Mack Sennet sequence, it plunges straight into the student accommodation services, dwelling on the respective virtues of halls of residence and self-catering flatlets. It then switches to all the services provided by the university students unions, showing discos, unions societies, union politics, bookshops and other facilities for student members and advice to students on welfare. Only then, after 10 minutes or so, does it broach the question of teaching.

By contrast, *University of Liverpool* (Colour Film Services for the University of Liverpool) clearly feels that it has to tackle head-on the image many non-Liverpudlians have of Merseyside. It begins with shots of a student being woken in his bedsitter by Radio Merseyside, then switches to the daily inflow of students by bicycles, car, bus, Mersey ferry, hydrofoil down the Mersey and so on to the university campus where, after moving rapidly from one faculty building to another it settles down to a blackboard lecture at the department of mechanical engineering, on the movement of wave particles. This is interspersed with shots of students sitting around the campus on the grass, reading, gossiping, flirting and having a quick drag between classes. A seminar on the *Oresteia* in the school of classics, medical students at the beside of a man with a broken leg, slides of spores to illustrate a class at the department of botany follow in quick succession, until, all of a sudden, the audience finds itself mentally pedalling down a leafy country lane to the animal farm run by the school of veterinary science.

It is only at this point that student comment is brought in to cover the library, student facilities, Abercrombie Square (described as a miniature park) in the centre of the campus, Liverpool itself follow, emphasizing its cosmopolitan nature, its marvellous Victorian architecture, Chinatown, its pedestrianized areas, its football teams, the Walker Art Gallery and the Liverpool Playhouse. After that we meet the president of the guild of undergraduates making his welcoming speech to freshmen, and run through all the student societies from politics to Morris dancing. Then the vice chancellor makes his appearance to assure his audience that Liverpool is a first-class university with a research effort that is renowned internationally and of economic and technological relevance to the world of today and its business interests.

Warwick 93 feels a similar need to follow its lengthy disquisition on the range of student activities. It offers a vice chancellorial disquisition on the unique nature of his university which provides an intellectual training from a distinguished academic staff "researching at the very edge of knowledge". That the image is of leisured irrelevance is underlined by the student comments with which the film ends on the "very unique opportunity", the "privilege" of three undergraduate years at the university "and the revealing remark of one student that he was about" to go out into real life on the other side of the university".

Leeds – Twenty-Three Minutes seems to have less of a guilt complex to assuage, possibly because it gets the student union side of things over in the first 12 minutes. It devotes the rest of the film to Leeds's teaching methods, illustrating how university lectures are different from school classes by extracts from a lecture on hydraulic engineering, illustrating its use of the tutorial class by a question and answer tutorial on the Viking age, and underscoring its development of combined degree schemes. The relevance of research to teaching is illustrated by shots of a biologist exploring tropical rain forests in Indonesia and illustrating his tutorials with materials and photographs shot on his fieldwork. Like *Liverpool*, the Leeds University film-makers feel the need to show that Leeds is not a desert of technological barbarianism, by ending with shots of a Greek play given by students in an open-air theatre.

These three films are no great cause for fuss: especially as the University Grants Committee firing squad is ready to punish any university which exceeds its quota. The competition is for quality not quantity. Nevertheless there must be other universities among those which feel vulnerable to the haphazard swings of the UGC scythe, who will regard them with suspicion and envy and rush to emulate them.

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D. H. Lawrence: which England?

Puritan and Cavalier in English fiction

Patrick Parrinder argues that the theme of a divided national consciousness sustained the English novel through its classic period

Q. D. Leavis: deep sense of communal values

The French critic Hippolyte Taine listed the three determinants of literary expression as *le race, le milieu* and *le moment*. Of these, only *milieu* and *moment* have been accepted as part of the agenda of English studies. Considerations of race or nationality, perhaps understandably, have been pushed aside. Yet modern sociology of literature is broader than Taine and views the literary work, not merely as a social product, but as a communication or message (with a particular function for a particular audience) and also as a document articulating and passing judgment upon the social situation from which it emerges. From these standpoints literature must be crucially implicated in the formation of a national consciousness. Yet no question has been less discussed than the "Englishness" of English literature.

Reticence about the national qualities in our literature is, one will be told, a very English characteristic. One does not go very far with this topic before being reminded that the standard book on *The Englishness of English Art* was written by a German. Surely we are the norm and the others the exception? But the penalty of not thinking about the national consciousness is to be condemned to reproduce it. It is too easy to reject the notion of a common identity in terms which resound with the sense of English peculiarity. We are all liable to repeat such national stereotypes as a belief in diversity and English individualism, a "last battle" mentality and a tendency to pre-empt serious debate by parodying the opposition.

There is, most would agree, such a thing as an English critical style. Substitute "England" for "America" in the opening sentence of Leslie Fiedler's brilliant *Love and Death in the American Novel* – "Between the years England and America there are peculiar and intimate connections" – and the average British reader would shrivel up in embarrassment, even while recognizing its truth. On the other hand, F. R. Leavis's assertion in *Education and the University* that "English literature is unquestionably and producibly 'there'" may now seem a little bombastic, since nothing, any more is unquestionably "there". But it is bluntly and empirically English, in the Johnsonian tradition of kicking the stone.

It is a comment on the inadequacy of more recent critical orthodoxies that, in search of notions of literary Englishness, one returns instinctively to the Leavises. During the 50 years separating F. R. Leavis's *Mass Civilization and Minority Culture* (1930) from Q. D. Leavis's Cheltenham Festival lecture on "The Englishness of the English novel" (1980), their deep sense of communal values inherent in the English language and historical experience – values felt to be threatened and, indeed, doomed in the modern world – was central to the Leavisian polemic. Few have controverted, and many would tacitly accept their thesis of English cultural decline, which fits in neatly with the facts of Britain's decline as a world power.

Yet, in the long run, political decline affects even the irreducible presence and "producibility" of English literature. The Leavisian idea of English as a "humane centre" seems ill-equipped to outlive *Pax Britannica* or the idea of England as moral and cultural leader of the world. What happens when the writ of England is so blutantly outstripped by the domain of spoken and written English? Nobody will suppose that English literature should be confined by the geographical boundaries of the Welsh Marches and Hadrian's Wall. Yet, on the evidence of current A level syllabuses, there is already confusion as to whether (for example) American literature should be examined under "English".

In a recent article in *New Left Review*, Raymond Williams attacked any concern with national themes in English literature as a ruling-class travesty of the "actually very diverse works of writers in English". This might be justified if (as if far from clear in the context) it referred to the vast range of cultural and national traditions which now form part of global English. It has a kind of corrective in the range and diversity of English vocabulary. Yet it is not a helpful way of discussing the literature produced in England, being itself a hoary item in the national mythology.

The founders of the Cambridge English Tripos, according to Tillyard, believed that students have the "right to sport in every glade and green pasture". The most conventional view of English literary history stresses its diversity. This is probably responsible for the failure of structuralism to catch on in this country. But, of course, diversity inheres by definition in any major literary tradition – not just the English. Nor is it incompatible with an implicit unity, since the Coleridgeian concept of "unity in multeity" is a familiar intellectual manoeuvre.

It may be that the true distinction is not between national identity and national diversity, but between national diversity and national division. A national consciousness is best figured in terms of conflict and tension, not of a relaxed and tolerant diversity. The crucial question in much of the literary tradition is not whether each man is an island but whether England is one nation or two. The novel especially portrays the fissures in English society, but it also serves time and again as a means of reassurance, even of exorcism. English novelists are at their most radical and subversive not when they portray diversity – as in the early Dickens's gallery of eccentrics – but when, as in *Bleak House*, with its double narrative, the form of the novel betrays a fundamental contradiction in the author's structure of values.

In English history the culminating moment of self-division is the Civil War of the seventeenth century. No subsequent conflict, not even those which came to a head in Chartism and the General Strike, has the same sense of looking into the abyss. After the Civil War, British society threw up some remarkable mechanisms, such as religious toleration, constitutional monarchy and the two-party system, for institutionalizing conflict and confining it to the public platform, the pulpit and the debating chamber. All these institutions came to maturity in the Victorian period. The same may be said of another post Civil War institution which often serves as an institution of ideological conflict resolution: the English novel.

"England, my England! But which is *my* England?" asked D. H. Lawrence. Perhaps what is special about the novel and what separates it from earlier forms of prose fiction, is its mode of character creation which shows personal identity and self-consciousness as based upon the internalization of particular sets of social and moral values. The characters are types, yet they are also sensitive individuals whose feelings of attraction and repulsion towards others are meaningful in that they reflect general social tensions and conflicts. Above all, that is true of sex and marriage.

Fictional protagonists do not generally marry the boy or girl next door. If they do, it is on the recoil after a series of bouts with more exotic lovers, or else it reflects an apparent social difference (such as Tom Jones's status as a foundling) rather than social identity. The novel could not exist without a series of conflicting stereotypes which are the foundations of its subtle and detailed characterizations. One of the classic English pairs of stereotypes – reflecting the divided England of the Civil War and its aftermath, and corresponding to what T. S. Eliot in his mystifying way called the seventeenth-century dissociation of sensibility – is that of the Cavalier and the Puritan.

The two concepts, it may be thought, have a Victorian air, and no more than a lingering usefulness. W. E. H. Lecky said that "We are Cavaliers or Roundheads before we are liberals or conservatives". Another popular nineteenth century historian, J. R. Green, attributed the whole of English progress in the preceding two centuries (not to mention the "seriousness and purity" of English literature) to the history of Puritanism *after* 1660. There is something faintly absurd about such views today. When Richard Hoggart called *Lady Chatterley's Lover* a "puritanical" book, in the 1960 trial of Regina v Penguin Books Ltd, the prosecuting counsel could not understand what he meant. Millions of television have recently followed the adventures of Evelyn Waugh's Charles Ryder among the Catholic aristocracy; few may have noticed that in prologue and epilogue of *Brideshead Revisited* Ryder is played off against Lieutenant Hooper, not only a comic foil but an obvious Roundhead. Cavalier and Puritan, Cavalier and Roundhead; these oppositions are richly inscribed in the literary tradition.

It was Samuel Richardson's achievement to translate them from the political and religious to the psychological plane, and in so doing, to inaugurate the English sentimental novel. With Richardson we are not in the world of opposing armies but in that in which Pamela, the well-brought-up young "quakeress", finds herself subject to the scheming attentions of her employer Mr B. Mr B keeps harlots and is "without disparagement to any man, the best fox hunter in England" – or so he tells us. He owns land in more than one county and thus is able to hunt Pamela from Beds to Essex and then (after a visit to the altar) back to Beds again. Perhaps Pamela, with her eye for the main chance, is not much more a genuine Roundhead than Mr B with his clammy amours is a full-blown Cavalier. At any rate, the eventual marriage, to which he brings his real estate and she brings her accumulation of moral capital, is satisfactory to both parties. Only Mr B's sister, the grand Lady Davers, remains disgusted with a brother who has "turned puritan".

The would-be Cavalier hero like Mr B is a young gentlemen with time on his hands who ends up with the heroine on his hands – all because, at an early point in the action, he couldn't keep his hands off the heroine. The outcome in *Pamela* is harmless enough but Richardson and his successors agree that the true Cavalier, who falls victim to his own gallantry and recklessness, is a poignant and potentially tragic figure. Richardson's Lovelace, Charlotte Brontë's Mr Rochester, and Hardy's Alec d'Urberville are of this type, while Tom Jones, Frank Churchill and their many successors belong to comedy.

In *Adam Bede*, George Eliot portrays the Cavalier with exemplary social and moral penetration. Arthur Donnithorne, a "young man of birth and fortune", has an "agreeable confidence that all his faults were of a generous kind". Donnithorne is the personification of surplus value, not only in the material sense (he has "property enough to support numerous peccadilloes") but by virtue of a formidable self-assurance based on his impression that he has plenty of moral capital in the bank. The outward sign of his self-assurance is theatricality or self-display. Donnithorne's "personality" is a continuous exhibition put on for the gallery of his own self-approval (not to mention the pit of unfortunate young women who fall into his path). His behaviour to Hetty soon loses him all sympathy, though elsewhere George Eliot is more willing to honour the moral cheques drawn by Cavalier young gentlemen such as Ladislaw and Fred Vincy though she does not lose an opportunity to remind us when their account is overdrawn.

If the Cavalier gentlemen radiates surplus value, the Puritan heroine is a moral wage-earner looking to be paid by results. In her 1980 Cheltenham lecture Q. D. Leavis spoke of a line of English "Protestant heroines", with their "lively minds and forthright tongues, judging and acting for themselves in noble innocence but open to passion". Her crucial fictional example, oddly enough, was *Villette* in which the heroine undergoes her sentimental education abroad. Yet many of the most notable English heroines are, specifically, Puritans rather than broad church Protestants.

The Puritan character, according to J. R. Green's *History of the English People* (1879), consists of individualism, a conception of social equality (in the sense that everyone is equal before God), moral fervour, domestic tenderness and sobriety of speech and costume. In the opening pages of *Middlemarch*, Dorothea Brooke is introduced as a young heiress, the possessor of a "hereditary strain of Puritan energy", who was "enamoured of intensity and greatness, and rash in embracing whatever seemed to her to have aspects". (And she also possesses domestic tenderness and is rash in embracing Mr Casaubon.) She is eager to come of age and give away her money and – in a superb phrase with which George Eliot reveals her combination of spiritual humility and spiritual pride – she "naturally regarded frippery as the ambition of a huckster's daughter".

The opening scene of *Middlemarch* shows Dorothea and Celia, who are orphans, going through their mother's jewel-boxes. Celia takes the initiative, while Dorothea watches with a "Puritanic toleration" which, we are told, is hardly less irksome to her sister than a "Puritanic persecution". But a sudden ray of sunshine falling on an emerald ring and bracelet tempts Dorothea, who finds their beauty irresistible; she is, we are to understand, "open to passion". She is also one who tries to justify, to take credit for, her passions by the sort of strenuous mental exercises which George Eliot shows to be the foundations of religious hypocrisy: "All the while her thought was trying to justify her delight in the colours by merging them in her mystic religous joy". Soon she will marry Casaubon in the expectation of a spiritual credit which nobody, not even Casaubon himself, will give her.

Other English novelists develop the same theme of Cavalier and Puritan, but in a very different manner. Jane Austen has very little of Eliot's explicit social and historical placing of her characters (Dorothea, for example, had an "ancestor discernible as a Puritan gentleman who served under Cromwell"). It is not accidental that so much of *Mansfield Park* centres round the morality of acting – a legendary, if historically questionable, litmus-test for Cavaliers and Puritans – nor that its heroine has the plain, wage-earning name of Fanny Price. Henry Crawford is the

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novel's consummate actor, and Sir Thomas Bertram a stern Cromwellian patriarch who comes home and closes the theatre. The union of Henry and Fanny, Cavalier and Puritan, is narrowly avoided as a result of Henry's folly. Instead, Fanny marries Edmund and the novel turns from *pièce bien faite* to sermon, introduced with delightful disingenuousness by the author's assurance that "Let other pens dwell on guilt and misery. I quit such odious subjects as soon as I can". Quit them she may, but not before she has dealt out punishment (the word is reiterated several times) to the Cavalier young and their mentor Mrs Norris with Calvinistic fervour.

A still more unexpected development of the Puritan-Cavalier theme occurs in the powerful first chapter of Lawrence's *Sons and Lovers*. Here, as in *Middlemarch*, we have a heroine of Civil War lineage, descended from "famous independents who had fought with Colonel Hutchinson". Gertrude Coppard, a lower-middle-class Congregationalist, finds an unlikely Cavalier in the miner Walter Morel. Small biographical details, such as his French ancestry, his having been a choirboy, and his experience as master of a dancing-class notorious in the neighbourhood for its "carryin's-on", fill out the picture of a man whose working life Gertrude is naive enough to figure as a noble and gallant crusade.

Lawrence evokes the sexual passion between these two and then the fierce, debilitating conflict as they harden and revert into opposing stereotypes. Morel's dandyishness declines into pathetic clowning and an irresistible thirst for instant gratification. Gertrude is puritanical both in her constant faith in deferred gratifications and in the verbal tyranny she brings to bear on her husband. But, in a very Lawrentian way, she is also half open to the possibility of some "pagan" revelation which would take her beyond the religious orthodoxy of her upbringing. Morel's antics at the "wakes" or August fair are succeeded by her own vigil or wake as she is locked out in the moonlight where, several months pregnant, she awaits the birth of Paul. Her place in the novel is thus that of one who has "gone before" and perhaps obscurely glimpsed Paul Morel's promised land. But her life is also a tragedy; she is paid largely in the coin of disillusionment, and her deferred gratifications never come.

These examples will suggest how the Puritan-Cavalier split provides the starting point of many of the classic English novels. The novels most often end with the healing of the split either by means of a marital union based in negotiated compromise (as in *Pamela* and *Jane Eyre*) or as a result of the emergence of some third force, such as Methodism in *Adam Bede* and pagan nature worship in Lawrence. Such a healing process promotes reassurance about the long-running cultural and ideological conflicts in English society, which also attracted the attention of a thinker such as Matthew Arnold. In the novel, the displacement of conflict from the spheres of politics and religious doctrine to those of morals and sexuality proved to be an extraordinarily fruitful imaginative resource.

Since the sexual attraction of opposites is commonplace throughout realistic fiction, it may be necessary to defend the proposition that there is something specifically English in the Puritan-Cavalier theme. American writers like Hawthorne seeking a way beyond New England Puritanism are a special case, and allowance must also be made for the generously-acknowledged influence of English fiction in Europe. But what of a work as Tolstoy's *War and Peace*, where the structural contrast between the Rostov and Bolkonsky might easily be (mis) interpreted on Cavalier-Puritan lines? The spirituality of Andrey Bolkonsky and his sister is, in detail, very different from that of English Puritanism, and so is their libidinal outlook. They show no trace of hypocrisy. Neither are they lower in the social scale than the reckless Rostovs – quite the reverse.

Above all, Tolstoy's contrast is between two *families*. His women lack the profound commitment to individual values shown by the English heroines and they have a correspondingly stronger sense of family identity. Tolstoy does not share the English *penchant* for protagonists who are orphans. At certain moments (think of Prince Andrey overhearing Nicky Rostov boasting of imaginary exploits in battle) the correspondence with English stereotypes seems to exist. But close examination confirms rather than refutes the hypothesis of the structural replication of a distinctively national consciousness in fiction.

Early twentieth-century English novelists are more inclined to drop the orphan protagonist and to develop the contrast of family identity as Tolstoy had done. And, it may be said, since then the sort of Puritan spirituality portrayed by George Eliot and Lawrence has apparently died out. In recent English fiction (except among Catholic novelists) almost any intense religious consciousness is likely to be unmasked as a schizophrenic symptom. Kingsley Amis's *Take a Girl Like You* (1960), a contemporary burlesque of Richardson, suggested that the Cavalier-Puritan split about which such a fuss was made was a thing of the past. "Well, those old Bible-class ideas have certainly taken a knocking, haven't they?" breathes the newly-ravished heroine. Yet the Amisian anti-hero (and for that matter, the Bradburyian History Man) is a would-be Cavalier whose values have all the nastiness of what we now call male chauvinism. These are soldiers in the sex war, and if we are to see in it a revival of Puritanism today we can find it among their militant opponents, the heroines created by feminist writers.

A typical "liberal" or liberationist women's novel of today, showing the heroine's progress from orthodox marriage through adulteries or unsuccessful relationships until she finds the true path of identity, is not quite what it seems. The author has instinctively turned to an older model in her need to cast contemporary experience into a meaningful and self-justifying form. If such novels are often rather bad it is partly because of their unconsciousness of the literary tradition to which they belong. With the collapse of the nonconformist vote, the nonconformist reading public and even of the denominations themselves in this century (how many undergraduates still have much sense of what it meant for Lawrence to make Gertrude Morel a Congregationalist?), the Puritan conscience has apparently gone underground. Yet the Puritan-Cavalier split is rich not only in historical overtones (as David Storey, for one, has seen) but in themes of textuality; since it involves a confrontation between a fanatical and near-paranoid devotion to truth-telling on the one hand and a licentious self-indulgence in theatricality on the other. It also offers, in *The Pilgrim's Progress*, one of the basic English fictional models.

Behind *The Pilgrim's Progress* there are, no doubt, traces of the much older form of the courtly romance. Where else could Bunyan have derived such figurations as Doubting Castle and Giant Despair? Yet he decisively and irreversibly transformed his presumed sources, not only be the religious content of his allegory, but by the revolutionary device of abolishing horse-transport so that the giants and dragons of Anti-Christ have to be met, not by knights on shining steeds, but by pilgrims on foot. The last thing that criticism could predict would be the emergence of some sort of innovation like that to refertilize English fiction. English identity is not a stable compound, though it has no doubt accumulated more inertia since Bunyan's day. Yet the literary and historical tradition, in some ways still underexploited, offers many resources to contemporary writers. The Puritan-Cavalier theme with its embodiment of a divided and conflicting national consciousness helped to sustain the English novel through what we must now regard as its classic period, showing a remarkable adaptability and capacity for renewal. It retains – as the continuing popularity of Victorian fiction shows – a powerful hold on the emotions of readers. Today there must be more enlightened uses to which it could be put than as an occasional source of rhetoric for Mrs Thatcher's speeches.

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Disseminate and be damned

Richard Rose argues that scholars can no longer rely on conventional publishing methods but should consider setting up university based research centres

The economic crisis of publishing has come at the worst possible time. There are more academics doing research in Britain today than at any time in history but conventional publishing is decreasingly able to meet the needs of researchers.

Most academics happily leave to others the responsibility for publishing their books and journal articles. But scholars cannot ignore the need to keep channels of communication open.

Without publication – the public and visible evidence of research attainment – universities are vulnerable to the criticism that public funds are being wasted. Without publication, a young academic has little means of demonstrating the quality of his scholarship, and promotion becomes dependent upon seniority, or worse. Moreover, the world of knowledge is diminished by the reduction in communication between researchers in different institutions and countries.

Publishers today are under strong economic pressures to reduce the number of titles that they publish and to concentrate upon textbooks and books likely to have a large general sale. This is a consequence of rising costs in a labour-intensive industry, plus a share rise in interest rates.

As prices rise, sales of books fall, university lecturers and libraries are cutting back on buying books and journals, and students concentrate purchases on textbooks, not research monographs.

Concurrently, academic complaints about publishing proliferate. In many subjects, promptness of publication is important to advance knowledge, and to a young author's career. Yet it can take a reputable publisher two years or more to bring out a book. The better known the journal, the longer the wait for an article to appear. The time lag from completion to publishing a chapter in an edited book can be as much as six years, or even infinity.

In order to overcome delays, researchers increasingly disseminate photocopies of typescripts of articles submitted for publication and conference papers. Sending out offprints after an article is published is no longer satisfactory, when it takes years from acceptance to publication. Moreover, circulating photocopies of a typescript guards the author against the risk that even a worthwhile paper is not assured of appearing in print in today's market conditions.

Researchers are becoming increasingly more specialized in their interests, even as publishing pressures are demanding broader audiences. The leading journal in a profession today cannot usually address the research interests of most of its members. In a discipline with five fields, each divided into five subfields, only one or two articles a year may be of immediate relevance to the average subscriber's research interests.

The core reference group for most researchers today is an invisible community consisting of a network of a few hundred or a few thousand researchers scattered across dozens of universities and institutes on several continents. The characteristic methods of communication within this invisible community are news letters, conferences, the postal exchange of photocopies of papers and telephone calls.

But budget cuts constraining telephone calls and photocopying as well as travel to national and international conferences are threatening communication within research communities. In response, researchers must adopt an active policy for disseminating research as well as doing it.

Disseminating research requires organization: it cannot be done by one person alone. An author needs an organization to print and market his book, and a publishing organization needs authors to write books. The organizer of an academic conference needs researchers to write papers, and authors of conference papers need someone to organize a conference.

Every university in Britain today has a number of institutes, centres and units based on the premise that research requires organization. Research centres are particularly familiar in the natural sciences and engineering, where expensive and complex equipment demands the collaboration of a team of academics. By contrast, social scientists, and even more humanists, tend to work as lone wolves, with less collegial cooperation than might be found in a medieval monastery. In times of adversity, even lone wolves may find it desirable to flock together.

Groups already constituted to collaborate in research are the natural base for disseminating research. Centres involved in conventional R & D, (Research and Development) cannot shirk the need to become R, D & D (Research, Development and Dissemination) centres, for there can be no development without dissemination. Theoretical institutes must at least become R & D centres in order to maintain contact with their invisible community.

Any established research unit has the potential to develop as a dissemination centre. It is already a specialist group collaborating because of common interests. It should be extroverted, interested in what is happening in its field hundreds or thousands of miles away. It should also be a magnet, drawing to it for meetings and informal conversations many members of its particular invisible community. An extroverted centre is particularly helpful to researchers working in isolation at smaller institutions, or at large institutions where no one else is concerned with their own expertise.

To develop a research centre into a dissemination centre publishing a regular flow of papers, monographs and books is not to be undertaken lightly. Nor will every academic centre have the resources or inclination to do so. Yet every invisible community of researchers will need at least one such dissemination centre to secure its lines of internal communication.

Developing research dissemination depends far more upon intellectual and organizational software than it does upon hardware. A centre's dissemination policy must be clearly and sharply focused upon a few topics. No centre can be expert in every aspect of its discipline. The potential audience for its publications must be clearly defined; usually it will be other members of an invisible community.

The Centre for the Study of Public Policy at Strathclyde concentrates upon the territorial dimension in United Kingdom politics; regional and industrial policy; problems of governing and the growth of government; and parties and elections. We do not publish papers on social policy, housing or foreign affairs, because we are not actively researching in these fields.

A university-based research and dissemination centre differs fundamentally from a conventionnl publishing house, for a centre produces as well as publishes research. It also differs from the academic committee of a university press, which is far too small to deal knowledgeably with most specialized branches of knowledge.

To validate its claim as a research centre, a dissemination unit must draw many authors from its own staff, and colleagues and postgraduate students within its university. Tight editorial control of subject matter is required to prevent a publication series from turning into just another catalogue of the disparate interests found in any university faculty. To validate a claim as a magnet for ideas, a centre should also publish papers that are very germane to its special audience, but written off the campus.

An organizational infrastructure is a necessity, combining people with five different but inter-related skills in addition to authors. First of all, there must be an academic editorial director, ensuring both the quality and originality of what is published. Second comes the copy editor, ensuring that sentences have both subjects and verbs, and that a paper has the same number of footnote numbers and footnotes. A word processor and a good word processor operator are required to translate an author's typescript to a product that can then be printed on a university multilith machine. An efficient clerk is required to process publication orders which can run into thousands a year. Someone must also promote papers, before and after publication. Otherwise, they will remain invisible, even with a community of likeminded people.

To justify such a publishing infrastructure requires at least 10 papers or several books a year. Judging by our experience issuing 100 *Studies of Public Policy*, a publication rate of 24 papers a year can be sustained by part-time staff; much more would require a different as well as a bigger organization.

Authors are the most obvious beneficiaries of publication by a specialized research centre. It is possible to go from a completed manuscript to a published paper in less than a month. Moreover, news of publication is likely to spread rapidly to its prime audience on the grapevine of the invisible community. Authors also benefit from flexibility: a research centre can publish papers that are too long for a journal article and too short for a book and accept far more tables or references than a conventional journal or book publisher.

A much wider variety of people can benefit, if efforts are made to promote university-based publications outside as well as inside the groves of academe. The CSPP is distinctive in that it makes relating the world of ideas to the world of practice a *necessary* part of its activities. CSPP publications are held in academic libraries from Berkeley to Berlin; they are also bought and read in central and local government departments, and by interested citizens and organizations.

Academics should not add research dissemination to their responsibilities in order to compete with conventional publishers, but to complement them. Conventional publishers will continue to print and sell far more books and journals than any university-based research centre. But the more publishers concentrate upon issuing fewer titles with wide appeal, the more need there is for researchers themselves to disseminate their work to the invisible community that constitutes the advance guard of knowledge.

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BOOKS

The goings-on of elected persons

by Nevil Johnson

The Politics of the Labour Party
edited by Dennis Kavanagh
Allen & Unwin, £12.95 and £4.95
ISBN 0 04 329037 X and 329038 8

Here are nine essays on the Labour party emanating from a conference held at Nuffield College in 1981. They are all written by academic political scientists and dedicated to the memory of Professor R. T. McKenzie, whose last word on the Labour party (to quote the editor) appears in this volume.

Three authors offer something in the nature of quantitative analysis of Labour's electoral decline and of the growth and influence of the Left. Ivor Crewe examines voting data, chiefly from 1964 onwards, in order to chart the secular decline in Labour support and the growing gap between the party and that share of the electorate which has been conventionally held to "belong" to it. This is a lucid and accomplished condensation of the evidence relating to Labour's electoral performance, but the conclusion is somewhat speculative: if the party's policies had been blessed by greater success in improving the economy and in simultaneously bringing socialism nearer more people might have continued to vote for it. A tall order some might say.

Paul Whiteley also deals with the decline in votes for the party, but concentrates his attention on the dwindling number of active members and on the way in which committed support may have been affected by the poor economic record of Labour governments. He does not, however, really demonstrate that a negative record on the economy actually causes people to withdraw from the party. All that in fact he shows is that declining membership can be correlated with economic trends. Owing to the absence of suitable data for similar correlation exercises in respect of other variables no serious comparison of the favoured correlation with other conceivable ones is practicable, though the author does devise controls to set against the factor of economic performance.

An exercise like this can hardly be conclusive. Clearly it is likely that disenchantment with a party's performance will affect membership, but surely this is only one among many which are hard to define, impossible to measure and highly variable in their impact on individuals. Moreover, Mr Whiteley suggests that the fall in the number of activists may have compounded the decline in membership generally. This might be so, but it is at least equally plausible to argue that the influence of activists depends less on how many than on what kind of activists they are. Some sorts have an off-putting effect.

Hugh Berrington presents an analysis of the growth of the Left in Parliament since 1960. The factors conducive to this are dealt with in a fairly straightforward way, but it is harder to discern what exactly are the benefits derived from the factor analysis of early day motions used to locate the Left in the Parliamentary Labour Party. There seems to me to be some disjunction between this piece of technical apparatus and the explanatory passages pinpointing the conditions resulting in a higher proportion of members who can be classified as Left.

Most of the other essays make far less use of numerical data and statistical correlations, discussing in a discursive manner a variety of other features and problems of the Labour party. Philip Williams writes about the variations in leadership style experienced since 1945 but does so with the aid of a somewhat conventional typology which suggests that the theme no longer excites him very much. Dennis Kavanagh looks at the rise of a middle-class, professional and intellectual elite in the Labour party, a trend which has undoubtedly changed the party, though one might have expected a more probing discussion of how and why. Of course, it is a myth that the party is now in any very specific sense "the workers' party". Yet it does still see itself as the political arm of a broader "workers' movement", and it is possible to identify some of the reasons why this continues to be so. It is in this context that the dominance of a middle-class elite of professional politicians needs to be put if we are to grasp the limitations of such an elite in providing political leadership as well as the impact it has on the intensifying conflict within the party. This cannot be done by merely analysing shifts in the party's social composition as measured by education, profession, class status and so on.

Colin Crouch deals with one of the major sources of tension in the party as well as the main foundation of its claim to represent "the working-class", that is, the relationship between the trade unions and the party. While accepting that the institutionalized position of the unions inside the Labour party is unique among socialist or social democratic parties, he appears to believe that it is after all not just an "historical oddity", but reflects a "central characteristic of advanced capitalist societies". It seems to me that the evidence from the historical experience of many countries provides no conclusive endorsement of this view. Obviously organized labour lends its sympathy and support in many different ways to parties which claim to stand on the whole for aims and policies favoured by trade unions. But the British Labour party has a quite different structure from virtually all other socialist or social democratic parties as a result of the integration of the unions in it, and from this stem some of the most enduring difficulties facing the party. Indeed, as R. T. McKenzie points out in his essay on intraparty democracy, it is doubtful how far a party constructed like the Labour party really can survive (still less succeed) in a society like that of modern Britain with a system of parliamentary government. This is a question worth pondering. A sounder explanation of many of the difficulties of the Labour party can be found by setting the party in the context of prevailing national, political and constitutional norms than by deriving too much from the somewhat vague notions of the presumed structural characteristics of advanced capitalist society. (I also note that there are no compelling reasons for sharing Mr Crouch's view that the assumptions of a free market economy require "repeated action at the political level" to maintain unions' rights. It all depends, and anyway he seems to envisage the free market economy in very simplified terms.)

The internal relationships of the party are discussed further by R. T. McKenzie and Dennis Kavanagh. The former emphasizes the tensions produced by the demand for the sovereignty of conference, a claim hardly reconcilable with party competition for votes in a parliamentary system, while the latter deals with various aspects of representation in the party. There is also an essay by L. J. Sharpe on what he calls the geography of inequality. Mr Sharpe finds the Labour party's approach to this "a puzzle". He seems to believe that if the party had been true to its principles it would have made "a frontal assault on the geography of inequality". However, it has not done so and Mr Sharpe, therefore, ranges over the possible explanations, though this does not enable him entirely to throw off his puzzlement. He suggests at one stage that the Labour party need not have retained what he calls "the bourgeois model", but could have become something different – perhaps a gathering of warm-hearted communitarians all living on grassroots?

It is difficult to discern what exactly are the questions up for analysis in this essay. But if they amount to the question why the Labour party has not consistently sought to remove regional inequalities, I am not sure that there is much of a puzzle. Its interest and programme have never clearly encouraged it to do so. Surely the puzzle dissolves if one remembers that nearly a third of the British population lives in the south-east, pays some attention to the economic history of Britain, and gives due weight to the development of our political institutions (including parties). Moreover, the centralization which Mr Sharpe sees as the evil genius indifferent to the geography of inequality is a far more ambiguous phenomenon than he admits: yes, Britain is a centralized state, but of a distinctly peculiar kind.

It is as a rule a mistake to publish conference papers in book form, and this volume confirms the dangers of so doing. Many of the essays are loosely drafted and read like papers written primarily to prompt discussion. There is not much coherence in the collection as a whole, another risk of such ventures, and no attempt to provide anything like systematic coverage of the Labour party's recent development and present condition. No doubt it is unfair to complain about the lack of systematic treatment in what it is, after all, a collection of occasional essays. Nevertheless, some of the gaps in this volume are remarkable and it is worth referring to a few examples.

The Labour party is beset by internal ideological arguments, and indeed the growing strength of the Left (a theme which does receive attention) testifies to the importance attached by many people in the party to its ideas and beliefs about the aims, methods and tactics of the party. Yet there is no contribution here on ideas, policies and ideology, nor a sustained discussion of the kind of internal constitutional changes which were being demanded when this book was being prepared and have to a large extent now been achieved. Some of these ideological debates may be abstruse or "theological", yet surely they help to define the character of the party as well as substantially shaping its behaviour and its standing in the eyes of the electorate. This deficiency ties up with another, namely discussion of radical groups inside the party. While the picture is obscure, it is clear that the activities of such groups have helped considerably to push the party to the left, to weaken its centrist leadership, and to change the character of internal party life at the level of many of the constituencies. Something in the nature of a few case studies of constituencies might have helped greatly to counteract the strong impression conveyed by some contributors of a concern only with "high politics".

There are other blind spots too. The Labour party has been until recently very much a party of government. This means that it has pursued a range of policies, modified these in all sorts of ways under many different pressures, had to provide executive leadership in government, and had a major impact on the manner in which the country has developed in recent years. But the effects on the party of holding office receive no concentrated attention, even though there are references to the matter in some of the essays. The record of the party in office could be put another way as a consideration of past achievements. Undoubtedly what the Labour party did when in office between 1945 and 1951 had an enduring effect, not least in determining some of the limits within which the alternative governing party, the Conservatives, had to operate for many years. Plainly the achievement in office since 1964 is of a different kind altogether, and however it might best be characterized, it is clear that it has *not* set guidelines for the future. Perhaps this has been the result of conditions far beyond the control of any party rather than the consequence of the policies themselves as implemented by Labour governments from 1964 onwards. But whatever the most persuasive explanation may be, there is here an important dimension to the recent evolution of the Labour party and of the decline it now faces which, along with the question of the quality of leadership in office, deserves close attention.

Another feature of the party's condition which might have been looked at more closely is the changing character of the Parliamentary Labour Party and the patterns of activity within it. I am not thinking here of such matters as social composition or the advance of the Left, topics which are dealt with, but rather of an attempt to describe the style, mood and internal coherence (or incoherence) of the PLP and its members. British parliamentary parties are subtle and complex associations, heavily influenced by the mores of Parliament itself, about which it is in fact hard to generalize, since they contain so many highly developed individualists who pursue a varied range of activities under the umbrella of their membership of the House of Commons. Some effort to delineate the PLP in this way as a group of people with some shared ties might have helped both to qualify some of the grander generalizations we all tend to make about the Labour party, while at the same time showing how some members of the PLP cope with the varied pressures inside the party to which they are exposed. This would have involved an exercise in something that might be called political anthropology, or more accurately an application to political parties of methods of analysis familiar in both social anthropology and social history.

What disturbs me most about this volume is, however, a weakness which it shares with so much contemporary political science writing. It is informed by a superficial and brittle conception of politics, and indeed there is no evidence to show that the contributors perceived a need either to specify how the term was being used or to refer to any of the difficulties and ambiguities which arise from a loose application of the term to quite different things and in different contexts. In so far as we can give any meaning to "politics" as used in the title and in the book, it appears to mean something like a combination of "goings-on, difficulties and problems of" and perhaps "politicking" (which is, after all, merely a more focused version of goings-on). It is this conviction that "politics" is what certain people *do* that no doubt helps to explain the rather remarkable omission of a contribution on ideology, already mentioned. Even though these matters are referred to *en passant* in several essays, nobody had the task of paying attention directly to the body of thought which, for better or worse, is *expressed in* and by *the Labour party, and which is, of course, constantly subject to change and reinterpretation.*

This basic weakness must stem in part from the unreflective view of politics which pervades so much of political science, and in part it reflects the peculiar obsession of students of British politics with the goings-on of elected persons in high places. Indeed it might, with but little exaggeration, be said that the greater part of political science writing consists of a journalistic treatment of the doings of important people, combined with studies of voting behaviour and elections. The former is for more popular consumption, the latter for those with scientific aspirations. It is questionable whether political scientists can sustain their claim to pursue an important mode of inquiry on such shaky foundations. They have got to think more rigorously about what the word "political" qualities; they urgently need to question the corruptions of everyday speech which have deprived "politics" of any distinctive meaning in its vulgar uses, and they should at least consider the question whether any serious empirical political analysis can be pursued in anything other than an historical mode. For "political" refers in the first place not to conventionally located goings-on, but to the rather special conditions in a particular society under which "politics" in this conventional sense occurs (and much else besides).

Political conditions qualify how multifarious needs can be and are pursued. Digging into the fabric of such conditions, formal and informal, both inside the Labour party and its affiliates as well as in the wider pattern of political institutions to which the party has been subject, might have yielded a more original and challenging collection of essays than this volume provides. As it is, I am afraid it will turn out to have a short shelf-life, not least because since these essays were written the signs that the patient's disease may be incurable have multiplied. But anyone who seeks to explain such a condition of decline with the aid of a simple view of politics as what politicians do should remember how Racine's Phèdre begins to explain her crisis: "*Mon mal vient de plus loin*".

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End of the party conference, 1980.

BOOKS

Wapping ministry

Charles Lowder and the Ritualist Movement
by L. E. Ellsworth
Darton, Longman & Todd, £17.95
ISBN 0 232 51535 2

A far greater importance attached to the Victorian ritualist movement in the Church of England than subsequent commentary usually allows. It has always been recognized as liturgically formative: most of the practices for which the ritualists were prosecuted under the terms of the Public Worship Regulation Act of 1875 – the wearing of stoles, the mixed chalice, altar lights, and so forth – are now commonplace. The ritualists' view of the church as authentically Catholic, as a part of the historic succession of western Christendom, is also now widely acknowledged within the leadership: an exact reversal of the opinions of the bishops as expressed in their *Charges* at the time of the Oxford movement.

There is also knowledge of the social and pastoral labours of heroic bands of high church priests working in the slums of the large cities, especially of London; though the statistically comparable work of clergymen of other ecclesiastical and liturgical dispositions is often neglected – perhaps because the anti-ritual riots in the slum parishes of the "Anglo-Catholics" drew the attention of the public, whereas the tranquility of the Evangelical slum missions was never newsworthy. The ritualists also had some colourful personalities within their company, of whom Stewart Headlam, the founder of the Guild of St Matthew, was undoubted doyen. Caricatures of them are scattered around the pages of the literature of late Victorian England, in various guises of sanctity or stupidity, according to taste and inclination.

Yet all these are not as important as the effect of the ritualist movement in assisting the transformation of the relations of church and state. For the symbolical impact of the ritualists' law-breaking – the initial probing of the old canons and rubrics, and then the defiance of the Act of 1875 – was as important as the Gorham Judgment of 1850 in showing up the incompatibility of erastianism and Anglican ecclesiological self-awareness in the nineteenth century. The growth of the moderate during the century, the recognition of religious pluralism through the admission of Freechurchmen, Catholics, Jews, and finally Freethinkers, to Parliament, and the withdrawal of exclusive state support for the Established Church, all produced a counter-movement within Anglicanism for ecclesiastical autonomy and independent spiritual discipline. Ritualism was the response of some; the defeat of attempts to contain them by the use of law was a symbolical and actual indication of the magnitude of the transformation of the religious scene in general.

Dr Ellsworth's study of Lowder is to be welcomed for setting the life of one of the most important, and best loved, of the London ritualists into the context of nineteenth-century change. In her pages the fruits of recent research and writing about the social conditions of the time – the cholera epidemics for example, or the Poor Law administration – are carefully applied to explain the circumstances of her subject's noble ministry among the poor of Wapping. The book is a model of its kind: the particular set into an accurate assessment of the general. Lowder himself emerges as clearly one of the great spiritual figures of the Victorian religious revival.

Here was a man of integrity and industry – his life a contrast to some of the more equivocal features of the High Church movement, enshrined in Tract XC. When his colleague Robert Liddell, Vicar of St Paul's, Knightsbridge, was forbidden by the Bishop of London to bow at the altar cross in his church, he "stated that he did not bow to the cross, he merely lowered his head as he passed within the altar rails". Nothing like that occurred in the life of Lowder. His Anglicanism was never compromised by his Catholic sense of the Church's identity; he was never a "Romanist". Around him, the curates kept defecting to the Catholic Church, but Lowder never thought of it: the Church of England, he believed, was the historic successor of the Catholic order first brought to these shores by Augustine (a view apparently endorsed by Pope John Paul II when he recently referred to the present Archbishop of Canterbury as Augustine's successor). When Lowder died, at Zell-am-See while on holiday in 1880, there was only the local Roman Catholic priest to attend him, and among his last thoughts was the conviction that many in England would say he had converted to Rome at the last minute.

It was a tribute to his characteristic sensitivity to those who did not share his High Church proclivities, that Lowder escaped prosecution for his ritualist practices. There may also though, have been an element of intimidation. When two spies from the Church Association turned up at his church one Sunday in 1877 to observe the irregularities, the churchwarden (a lighterman) said to them: "If you go on with this 'ere, there's half a dozen men behind you will crack your heads." In that same year, a Mr Vile and two others complained about the ritual goings-on at the church to the Bishop. But no action resulted. Lowder and his circle, in fact, ran an efficient and inspiring ministry among the poor of the Docklands. They pioneered what today would be designated a "team ministry", and they knew how to mobilize the laity.

One of the forgotten features of Victorian Christianity is the ministry of women – there is so much polemical contemporary emphasis on the neglect of women in the past, that their Victorian religious importance has gone unobserved. Lowder realized the value of the Sisterhoods. In 1863, for example, the Confraternity of the Blessed Sacrament appointed one of the Clewer Sisterhood as business manager. This, and numerous other sidelights into the ritualist movements, make Dr Ellsworth's book rewarding and valuable. Here is a rare description of a Victorian parish in action – not a typical one, but one in which so many crucial aspects of nineteenth-century church developments were reflected. And, at the centre, of the book as of the parish, Lowder acquires enormous stature, for his courage and his sanctity. We see his advance in these pages, from the hasty young man, who hired choir-boys to throw rotten eggs at an unlucky candidate in a vestry election, to the administrator and priest, who never allowed the unpopularity of his vision with the leaders of his church to inhibit his sense of spiritual priorities. Dr Ellsworth has provided a truly splendid account of this remarkable Anglican.

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Imperial mission

Oxford and the Idea of Commonwealth: essays presented to Sir Edgar Williams
edited by Frederick Madden and D. K. Fieldhouse
Croom Helm, £11.95
ISBN 0 7099 1021 5

Africa and the Victorians: the official mind of imperialism, second edition
by Ronald Robinson and John Gallagher, with Alice Denny
Macmillan, £6.95 paperback
ISBN 0 333 31006 3

The casual observer, gazing at the British Empire around 1900, might well be forgiven for thinking that that noble edifice had been erected, neither for the purposes of a global "grand strategy" nor to solve the "contradictions of capitalism", but simply as a vast system of outdoor relief for Balliol men. With its ex-student Alfred Milner then engaged in liquidating the political independence of the Boers, with more Indian Civil Service candidates (and, to be fair, more Indian students) attending the college than any other, and with Rhodes Scholars soon to be strolling all over the place, Balliol had certainly justified Jowett's aim of cornering as large a slice of the imperial pie as possible. Throw in Christ Church's penchant for producing Indian viceroys, Oriel's grateful connection with its formerly indistinguished student Cecil Rhodes, the completion of the private Indian institute, and the various chairs and lectureships funded by the Randlords, and it would not be unfair to think of Edwardian Oxford as a (if not *the*) intellectual *Schwerpunkt* of the empire.

Fortunately for that university's future reputation, Oxford was also sufficiently varied to produce and encourage individuals who soon would question the Imperial *status quo* and seek genuinely to confront "the problems of empire". These were not, to be sure, critics of a Marxist cast: whose particular interpretation of imperialism was evolving far away from the dreaming spires. But there were, in and around Oxford, thoughtful souls who recognized the political, economic and, above all, the moral problems entailed in the possession of a vast empire and who strove to produce practical solutions to them. The more important ideas which they evolved, and the impact they had upon governments and a wider opinion, are the subject of the excellent collection of essays on *Oxford and the Idea of Commonwealth*.

The title of this book is, in fact, too narrow to capture the range of themes within it. There is, it is true, a most useful essay by Deborah Lavin on "Lionel Curtis and the Idea of Commonwealth", which parallels the main title, but that contribution is preceded by two equally important pieces on "Oxford and India" and "Cecil Rhodes and the South African Connection; a great imperial university"?" by Richard Symonds and Colin Newbury respectively (the latter with fascinating detail on Rhodes's finances); and it is followed by Anthony Kirk-Greene's superb article upon "Margery Perham and Colonial Administration: a direct influence on indirect rule", and David Fieldbouse's reflections upon "Keith Hancock and Imperial Economic History".

Common to all the varied ideas upon the empire germinated at Oxford was a sense of obligation and mission: the ideal of the Commonwealth, the satisfying of Dominion wishes for autonomy, the evolution of "indirect rule" in Africa, the grapplings with Indian claims for independence, were in their way secular versions of the Victorian evangelical code. The ethical, proselytizing purpose of the early Beit Professors at Oxford (like some of their opposite numbers at London and Cambridge, it should be conceded) is well presented in Freddie Madden's essay on "The Commonwealth, Commonwealth History, and Oxford 1905–1971".

Although there were earlier dismantlers of this whiggish, moral approach to empire studies, the great break – that is, the change towards a cool, secular appraisal of the realities of geography, power and formal/informal modes of imperial control – came only with the writings of Ronald Robinson and John Gallagher in the 1950s and 1960s. Determined to place the British Empire within the larger story of western expansionism, alert to the fundamental economic processes obscured by the previous emphasis upon the constitutional evolution of the Commonwealth, and fascinated by the interaction between the "imperialist" and the "imperialized" on the ground, Robinson and Gallagher forced a massive reappraisal of the old orthodoxies by their work on "The Imperialism of Free Trade" and their scintillating book *Africa and the Victorians*. This demolition – and reconstruction – is described in a lively but modest way in Robinson's own essay on "Oxford in Imperial Historiography" in this collection.

It is now more than two decades since the first publication of *Africa and the Victorians*, and Jack Gallagher, one of this most brilliant, unorthodox and irregular historians ever to grace Balliol's towers, died. But a second edition of that seminal work is now available, with an additional "explanation" and "afterthoughts" provided by Ronald Robinson, Gallagher's partner and successor to the Beit chair. Subtly presented, these new pieces defend key parts of the original theories (especially the importance of Egypt, and strategic calculations, in Britain's policy towards Africa). Yet at the same time they point to other aspects (namely the role of native "collaborators" and local factors in the imperial process) which might have been expanded further – a reflection, surely, of Robinson's own shift of interest in the intervening twenty years.

It is unlikely that these small additions will satisfy all the critics of Robinson and Gallagher since, indeed, those two scholars threw out so many provoking concepts and interpretations, it would have been impossible to answer all their objectors without writing another 480-page book. I myself still feel, for example, that the Robinson and Gallagher theories play down the domestic-political, economic and ideological elements in British imperialism; and, secondly, that they suggest (though never claim) conclusions about its *global* operations on the basis of purely African events. Still, this second edition certainly takes the historiographical debate upon the British Empire further along the road – and ensusres that Balliol men remain at the centre of that debate.

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Dutch guilders

Artists and Artisans in Delft: a socio-economic study of the seventeenth century
by John Michael Montias
Princeton University Press, £25.80 and £11.70
ISBN 0 691 03986 0 and 10129 9

Professor Montias is a social and economic historian at Yale, and makes no claim to being an art-critic – art being a profession where he modestly describes himself as no more than an eavesdropper. He is frank about the origins of his book. Some years ago he decided to write a comparative account of artists' guilds in seventeenth-century Holland. Starting by chance in the municipal archives of the exquisite little town of Delft, where he worked on the guild accounts, he found after a time that he already had enough material for one book. So he stopped.

Delft was a good choice or chance. William the Silent had died there violently in 1584, making it something of a national shrine, and by the mid-seventeenth century it had nearly 30,000 inhabitants, its painters including Vermeer, Pieter de Hooch and Carel Fabritius. It stood dominated by two great medieval churches, the Old and the New, as it still does. Something of a backwater in medieval and Renaissance times, it does not seem to have learned much from the Italian masters of painting until Leonaert Bramer returned there in 1628, after a dozen years in Italy; though it had been swollen earlier by Protestant refugees, some of them artists, after the Spanish occupation of Flanders. The 1630s and 1640s must have been an exciting time there; and by the middle of the century, as this new study suggests, about two thirds of its population may have lived in households that owned paintings, totalling as they did some 40,000 works, of which not one hundred now remain. More paintings than people, in fact.

The town, none the less, stayed parochial. Practically all its inventoried paintings seem to have been Dutch. There were next to no French or Italian, and even Flemish paintings seem to have been rare, apart from De Momper. But it was not, by the standards of its time and nation, a small town. By the 1620s it was the fourth place in the Netherlands, after Amsterdam, Leyden and Haarlem – bigger than The Hague or Rotterdam, in fact – and already famous for its fine cloth and its potteries. Montias explores it all, so far as the archives allow. He is not one to leave things out, and takes the best part of a hundred pages to reach the starting-line, which is more or less the signing of the twelve-year truce with Spain in 1609, an event that gave the Netherlands that breathing-space it needed to consolidate as a nation.

The truce was Delft's chance to thrive. Its art seems to have begun with "histories" or narrative paintings, as represented by Bramer's powerfully dramatic compositions, mainly based on biblical stories. If he taught Vermeer, as he may have done, there is not much in the paint to prove it: the master of theatrically lurid darkness cannot be shown to have bequeathed much to the great master of landscape and of light. Then, around 1650, Delft suddenly excelled at painters of church interiors, notably Houckgeest, de Witte and Hendrick van Vliet, so that the New Church where William the Silent lies buried in state must be pretty much the most painted ecclesiastical interior in all western art. And then, as an artistic centre, it faded as suddenly. Indeed it seems to have started its decline in the 1640s, even before the great age of its painters was over – some of its masters, like Pieter de Hooch, being drawn away by the thriving commercial world of Amsterdam, like Master Rembrandt of Leyden before them. By the time Vermeer became president of the painters' guild in 1662, there seems to have been little left to preside over.

This is a study that explores the economics of art wherever the evidence points: painters, dealers, patrons and manufacturers in general. Even religion is not neglected, though the evidence is tantalizingly sketchy. Membership of the Reformed or Calvinist church was essential to public employment. But Bramer was a Catholic, and Vermeer became one on marriage, though there is some reason to think his parents may have anticipated him in that conversion. He even seems to have painted for the Jesuits. All this implies a hidden story of quiet or perhaps even violent communal rivalry that the evidence does not allow us to piece out.

At all events, though it contains no notable account of any single painting, the book will delight those historians of art who are prepared to lift their noses from copper, panel or canvas. It is produced in that strikingly elegant way we have come to expect from Princeton, even if its black-and-white illustrations are a trifle blurred, and its documentation is unfailing and meticulous. One need never walk the canals of Delft in ignorant mood again. The Hague, less than ten minutes away by train and little more by tram, now engulfs the little town in a commonplace suburban embrace; but it remains in itself a jewel of the Dutch Golden Age, its light still kind to the sweet asymmetries of its rooftops, its streets still silently mindful of their past in a place where, for half a century after 1600, the arts once flourished as vigorously as anywhere in northern Europe.

George Watson

George Watson is a fellow of St John's College, Cambridge.

Aberdeenshire to Africa: northeast Scots and British overseas expansion
by John D. Hargreaves tells the story of Aberdeenshire's involvement in the development of black Africa. Since the eighteenth century, Hargreaves suggests, Aberdeen's education system has produced many administrators for the African empire. The book traces the history of the association by means of biographical sketches of particular careers, grouped together under headings such as "the missionaries" and "the governors" (Aberdeen University Press, £9.00 and £5.00.)

BOOKS

Redrawing contours

The New Pelican Guide to English Literature
volume two: The Age of Shakespeare
volume three: From Donne to Marvell
volume four: From Dryden to Johnson
edited by Boris Ford
Penguin, £2.95, £1.95 and £2.50
ISBN 0 14 02 2265 0; 2266 9; 2267 7

When the *Pelican Guide* began to appear in the mid 1950s it was with the object of offering a different and more purposeful kind of "guidance" from that provided by the standard literary histories. It was aimed at the general reader, who while responsive to the English literary heritage, was all too likely to have lost his bearings within it, retaining only "an unattractive amalgam of set texts and school prizes".

The original introduction emphasized the need to elicit from literature what is of living value for the present, "so that both today's literature and yesterday's should have a real, not merely a nominal existence, for a comparatively large number of readers". Although there was no explicit link between the editorial policy of the *Guide* and Dr Leavis's journey *Scrutiny*, many of the early contributors to the former were also contributors to the latter, and there is a clear affinity between the above editorial pronouncement and Dr Leavis's own diagnosis of the relation between literature, the reading public and the general health of culture:

> . . literature matters, in the first place, at least, as the consciousness of the age. If a literary tradition does not keep itself alive, here in the present, not merely in new creation, but as a pervasive influence upon the feeling, thought and standards of living, then it must be pronounced to be dying or dead.

(*Education and the University*)

The main distinguishing feature of the *Guide*, compared with the standard literary histories, is that – taking some justifiable risks of oversimplification – it claims to offer "a contour map of the English literary scene", a conspectus of the principal phases of development of English literature and of specific writers within those phases. This "placing" operation is carried out in each volume first by a chapter describing the social, historical, economic and religious characteristics of the period and secondly by a literary survey which traces the main currents of creation in literature and the arts, dealing with both major and minor authors. The third section contains individual essays on the major writers, supplemented by studies of such of the arts as especially flourished at the time, while the fourth provides essential reference material – biographical notes and bibliographies.

The historical boundaries are not rigidly drawn but recognize the overlapping and interpenetration of the periods selected. Thus the career of Marston, which is chronicled in volume two, coincides with that of Donne, which appears in volume three; similarly, Ben Jonson's plays are reviewed in the former volume and his poems in the latter.

The socio-historical and literary surveys are the backbone of the *Guide*. While these have been replanned in volume one, the contributions of Dr G. G. Salingar to volume two, Marjorie and R. G. Cox to volume three and A. R. Humphreys to volume four have stood the test of time well, and are here reprinted virtually unchanged. These chapters are particularly skilful – especially in volume four – in presenting the history, the literary characteristics and the thought of the period in a coherent pattern.

In the original edition *The Age of Shakespeare* attracted more criticism than the succeeding volumes, partly at least because too few commentators appeared to be contributing too many essays. This time the section devoted to individual writers has been substantially expanded and strengthened. The essay on Spenser has been transferred from volume one, with W. W. Robson as the author instead of D. A. Traversi, and there are valuable new essays on Sidney, "Printing from Caxton to Milton", "The English Language in the Age of Shakespeare" and "The English Stage and Acting". The trio of contributors on Shakespeare remains unchanged, but Kenneth Muir's survey of "Changing Interpretations of Shakespeare" has been thoroughly brought up to date.

In a literary history composed by so many different hands, it is difficult to avoid some inconsistency of focus. Thus, while few would cavil at the seven pages devoted to *The Revenger's Tragedy* or the five to *Women Beware Women*, it is surprising to find plays of the calibre of *The White Devil* or *The Duchess of Malfi* disposed of in less than two each, and *Volpone* in a series of scattered references. In a number of instances the treatment of the Elizabethan and Jacobean dramatists reflects the priorities of the *Scrutiny* era in its concentration upon the literary element, the thought and the poetry of the plays, rather than upon dramatic technique or stage effect. It would of course have been difficult to shift this kind of emphasis without recasting much of the dramatic section.

Volume three has likewise been strengthened with new essays on Ben Jonson's poetry, "Prose and the Dissociation of Sensibility" and two studies of Marvell, while the essay on Bacon has been transferred from volume two and those of Samuel Butler and Rochester from volume four; there is also an admirable essay on Inigo Jones by Sir Roy Strong. Volume four shows the fewest changes of the three and is in general a well-balanced collection. In an age during which the profession of letters began to take on many of its modern features, it was an excellent idea to add the essay on "Books, Readers and Patrons", which matches the studies of reading habits and experience in volumes one and two. John Preston's essay on Fielding and Smollett replaces that of A. R. Humphreys, and Philip Collins's essay on "Literary Theory and Literary Criticism" has sensibly been re-titled "Shakespearean Criticism", since this is what it largely consists of.

A guide such as this is inevitably selective, locating certain topics in the foreground, distancing others. Restoration comedy is given a comparatively low rating among the achievements of Augustan literature, and it is noteworthy that Sheridan is allotted no separate essay, when even such a relatively minor author as Cowley receives one in volume three. Another historical phenomenon which becomes prominent in the third quarter of the eighteenth century is the shift of taste and sensibility away from the Augustan critical canons. This showed itself in the tendency of writers and artists alike to explore the realms of the supernatural and the mysterious, to appeal to the emotions of awe and of fear, in counterbalance as it were to the certainties of systems of rational thought. Obvious examples of the process are found in the poetry of Gray and Collins, the creation of the Gothic novel, the interest in more primitive literatures and poetic models, the influence of artists such as Piranesi. These developments which foreshadowed the Romantic movement in literature and art are given an inconspicuous position in the background. Nevertheless, judged by the stated functions for which the guide was designed, the new edition has been impressively reinforced and brought up to date.

There is also a significant insertion in the preface to the original statement of intention of "helping people to read in an informed way" have been added the words "and with enjoyment".

Ian Scott-Kilvert

Ian Scott-Kilvert was formerly director of literature at the British Council.

All hail Macbeth

Focus on "Macbeth"
edited by John Russell Brown
Routledge & Kegan Paul, £9.75
ISBN 0 7100 0942 9

John Russell Brown is a scholar and critic much engaged in the practice of theatre. His new collection of invited essays aptly ranges therefore across the disciplines from the academic to the practical, taking in verbal and character criticism, theatre history, social and political history, psychology, directorial analysis and the actor's craft. The book fascinatingly illustrates the state of the art in various branches of commentary.

Two essays address familiar questions of ambition and guilt. R. A. Foakes emphasizes Macbeth's warrior outlook and the perplexities it entails. For him, Macbeth seeks to "fulfil himself in terms of what he is good at, killing", but as a practised killer (and in contrast to his wife) he knows the enormity of the deed; he "breaks through the fear barrier only to find on the other side not the release and fulfilment he looks for but a desert of spiritual desolation." It is a view Brian Morris endorses as he shows that Macbeth is not interested in power but in "greatness", so that when power is attained he "wields it unskilfully". Shakespeare sets this moral and practical failure in a bleak theatrical landscape, stripping away the religious dimension (even the English scene "presents the cause of God only in an oblique, allusive and inferential way"), and making Scotland little more than a name and not certainly a place for patriotism or pageantry. From both these essays, *Macbeth* emerges as a play of baffled energies and wasted moral sensitivity.

David Palmer's discussion of visual effects moves us closer to the play in the theatre, offering a structure of visual devices to set beside the well-known structures of metaphor and narrative. The bloody Captain reporting to Duncan, for example, is ironically recapitulated in the bloody murderer reporting to Macbeth. Looks and gestures assume special significance, especially in Macbeth's varying ability to wear a false face. Against such virtuosity is set the elusively terrible commentary of faces that are expressionless, Lady Macbeth's as she sleepwalks or the unseeing eyes of Macbeth's head fixed on a 'pole.'

Robin Grove takes us from the visual to the auditory as he studies the characteristic "music" of the play. Our "deeper auditory imagination", Grove claims, responding in particular to the trite and degraded to-and-fro music of the witches, speaks to us more directly in the theatre than any conventional "theme". He makes a good case, but the perils of this rather untested critical approach become apparent as he attempts to show that the rhythms of Lady Macbeth's invitation to the spirits to unsex her designate the speech as "a triumphant *sexual* outcry" which reaches orgasm at "Hold, hold". Less controversially, Michael Goldman, relating the words on the page to the actor's sense of them as words to say, identifies the characteristic vocal activity of *Macbeth* as "a twisting and darkening, a thickening in which the speech thrusts forward into little thickets of sound and into reflections which don't allow the speculative movement to exit". His essay points towards fruitful developments in theatre criticism.

Two essays on theatre history offer valuable insights. Marvin Rosenberg concentrates on interpretations of Lady Macbeth, from Mrs Pritchard, formidably built and fearsome, through Sarah Siddons, of "turbulent and inhuman strength of spirit" to Ellen Terry, her face framed in red-gold tresses, interpreting her part as "a changing and cajoling enchantress". Gareth Lloyd Evans writes on more recent productions, comparing the detail of Olivier's work with Scofield's or Gielgud's. The centre of his essay lies in a remarkable elucidation of Olivier's performance, catching the spiritual fatigue of the warrior-murderer perplexed among the play's ambiguities, and throwing into relief such details as Olivier's brilliant use of three plain words: "well, then; now" to question, mock and terrify the murderers.

Specialists of other than literary or theatrical disciplines sometimes seem ill at ease in the book. Michael Hawkins, writing about history and politics, tells us that *Macbeth* "in one sense, presents the problem of the newly unemployed soldier which the *Calendar of State Papers Domestic* shows was so familiar to the Elizabethans"; but only if you are determined to find that sense there. He rather wishes the play were other than it is, regretting that Shakespeare did not include his hero's period of successful rule "not in the interests of historical veracity . . but because the change removes from Shakespeare's picture interesting complexities". Derek Russell Davis, as a clinician, diagnoses Macbeth's malady as "a psychogenic paranoid psychosis", the condition of attributing to others the hatred one feels for oneself. The analysis, and that of Lady Macbeth's obsessive attention to detail while sleepwalking, is not uninteresting. It is difficult however to take seriously the concluding speculations about "psychotherapeutic intervention" that would have allowed the disturbed pair to express their fantasies and so become treatable. Peter Stallybrass writes rather more pertinently about the implicit threat offered by witchcraft to royalty; to associate witchcraft with anarchy served, he shows, as a way of endorsing authoritarian forms of government.

Peter Hall's interview with John Russell Brown, and Brown's own "afterword", rightly concern practical matters. Hall is usefully direct about some questions of characterization, such as Malcolm's role as the politically adroit man averse to fighting. It is reassuring to have his word, as the play's director on two occasions, that it remains on stage "an efficient piece of architecture". The present collection of essays shows that it also remains capable of stimulating diverse and apt commentary.

J. R. Mulryne

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Molière as César in Corneille's Pompée.

A man of theatre

Molière: a playwright and his audience
by W. D. Howarth
Cambridge University Press, £27.50 and £7.95
ISBN 0 521 24425 0 and 28679 4

Professor Howarth's task in writing an introduction to Molière cannot have been easy: first, because of the sheer range of Molière's output; second, because of the need to strike a balance between historical context and timeless significance; and third, because generations of interpreters have contrived to obscure as well as illuminate the subject.

As a first step, therefore, Professor Howarth has used almost a third of his main text to relate Molière to his seventeenth-century background, considering the actor and manager in formation, the physical characteristics of the theatre, the nature of the audiences, and the particular social factors which bear directly on Molière's production – the role of the king and court, the influence of the salons, and the values of those *honnêtes gens* who were deemed to present a special challenge by an entertainer so deeply rooted in the traditions of farce. This perspective is completed with a review of both the theory and the practice of comic drama before Molière, the brevity of which is itself a testimony to the man's creative genius.

The main weight of the study is in the second part, which concentrates on the plays themselves, treated not individually, but in groups, related to major themes and tendencies. Thus, the legacy of the techniques and conventions of farce is emphasized because of its lasting influence. By contrast, that of classical models such as Plautus and Terence is, on the whole, played down as a basis for Molière's *comédie de caractère*, while seventeenth-century attitudes to character receive more attention than usual. Against that background, the playwright's originality is associated specifically with his formula *ridicule en de certaines choses et honnête homme and aveugle*, which encompasses periodically in relation to that ambiguity which Professor Howarth sees, as do most of us, as the particularly fascinating aspect of Molière's famous character-studies.

From this early indication of Molière's original and subtle insight Professor Howarth goes on to discuss the nature of laughter, including inevitable allusion to Bergson, but much more concern with that *rire dans l'âme* which is associated above all with *Le Misanthrope*. This is a solid chapter, and no less so is that which traces an evolution from satire to comedy of ideas, with special emphasis on *Tartuffe* and *Dom Juan*. While Howarth clearly regards Molière as a humanist and as a thinking man's dramatist, and is well aware that the treatment of Orgon, for example, can be construed as explicitly anti-Christian, he is careful not to make Molière into a propagandist. On the contrary, he is happy to esteem the great playwright as a professional theatre-man; and is thus able to take Molière as a court-entertainer and experimenter with ballet and other such spectacles no less seriously than his achievement as a straight dramatist and contemplator of the contemporary world.

There is realism here, and much good sense; and the same can be said of the third and final section of the study, which concentrates on Molière as a writer before concluding with final animadversions on his comic vision. Among the merits of this section, a willingness to do justice to the verse as well as the prose is not the least; and it is perhaps a small point of criticism that Professor Howarth has not seen fit, or not had the space, to deal with this aspect in more detail. On the other hand, the discussion of a "comic catharsis" is an excellent conclusion to a presentation which, though it offers no major thesis and makes no particular claim to novelty, is a readable product of impressive scholarship which should rapidly establish itself as a standard work.

J. H. Broome

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BOOKS

Campaign against morality

Daybreak: thoughts on the prejudices of morality
by Friedrich Nietzsche
translated by R. J. Hollingdale
Cambridge University Press, £12.00 and £3.95
ISBN 0 521 24390 3 and 28662 X

Nietzsche writes in the preface to the *Genealogy of Morals* that people find difficulty with the aphoristic form because it is no longer taken seriously enough. Simply to read the aphorism does not suffice; one must employ an art of exegesis for which one requires "something that has been unlearned most thoroughly nowadays ... something for which one has almost to be a cow and in any case not a 'modern man': rumination".

Nietzsche was quite aware of the difficulty of the aphoristic form, and of the heavy demands it makes upon the reader. *Daybreak* is uncompromising in its demands upon the reader. As Michael Tanner cautions in his helpful introduction, few books require so active a reader, one who is not at all "in a hurry".

Daybreak (*Morgenröte*: hitherto translated as "The Dawn" or "Dawn of Day") belongs among Nietzsche's early works, preceding *The Gay Science*. The familiar doctrines of Nietzsche's mature philosophy are not yet available, but all of the characteristic themes of his later work are touched on: the dissection of the falsifications and self-deceptions of Christianity; the "natural history" of moral concepts; the psychology of accepted truths; the critique of pity and the celebration of an aristocratic self-regard; analysis of the elusiveness of moral action, the non-reality of "the subject", and the misleading character of all concepts of will, purpose, and moral responsibility; the theory of physiological drives; comparison of ancients and moderns; unrelenting critique of modern culture and modern education; reflections on the nature of art and music; insights into the nature of love and the passions. The mode of inquiry is what Nietzsche later calls "genealogy" – namely, the tracing of supposedly "moral" notions to their real origins in non-moral or flagrantly "immoral" drives (power, or envy, or desire for revenge).

In his own commentary on *Daybreak* in *Ecce Homo*, Nietzsche says that in this book he commences his campaign against morality. Indeed, it is a campaign conducted with exuberance, cheerful wit, and good humour – a constant source of refreshment and high spirits. Nietzsche seeks to expose the ponderous and clumsy efforts of prevailing morality through contrast with the sharpness and gaiety of his own activity as a moralist. While his insights and precepts dance before us, conventional moral thinking is shown up to be continually wrong-footed.

In the preface to *Daybreak* Nietzsche states that the book exhibits "a 'subterranean man' at work, one who tunnels and mines and undermines". He spends his time burrowing like "a solitary mole". In *Beyond Good and Evil*, § 289, Nietzsche speaks of this as the typical activity of the philosopher as such: to dig caves, behind which there is always "another deeper cave – a more comprehensive, stranger, richer world beyond the surface". But the purpose of all this digging and searching is to prepare the way for a new dawning, to emerge finally again into the daylight.

The chief objective of Nietzsche's critique was to purge moral life of guilt and bad conscience, and to return moral action to a restored condition of innocence. This involved undermining ideas of freedom and responsibility that had loaded excessive burdens on the back of the moral ego: "We want to cease making causes into sinners and consequences into executioners" (§ 208).

Alasdair MacIntyre, in his recent book *After Virtue*, argues persuasively for Nietzsche's greatness as a moral thinker. Nietzsche, according to MacIntyre, refuted the Enlightenment project of in some way grounding or justifying the claims of morality apart from a naturalistic theory of the virtues. Nietzsche, like Aristotle, bases moral theory on a conception of the life of the virtuous or excellent man. (Needless to say, Nietzsche wished to introduce new virtues in place of the classical virtues: In § 456 he notes that "honesty is among neither the Socratic nor the Christian virtues", whereas in § 556 honesty comes first in his own list of cardinal virtues.) Assuming that the Enlightenment project has indeed failed, the ultimate contenders for a convincing moral philosophy remain Aristotle and Nietzsche.

In Nietzsche's *Daybreak*, Cambridge University Press have chosen a distinguished work with which to launch their new series of Texts in German Philosophy edited by Charles Taylor.

Ronald Beiner

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Liberal Marxist

Habermas: critical debates
including A Reply to My Critics by Jürgen Habermas
edited by John B. Thompson and David Held
Macmillan, £12.50 and £5.95
ISBN 0 333 27549 7 and 27557 9

This is a substantial book in more than one sense. Running to over three hundred pages it includes 11 essays devoted to the critical exploration of Habermas's work as well as an extended reply by Habermas himself.

The critics include Thomas McCarthy, Steven Lukes, Mary Hesse and Anthony Giddens as well as the editors and several German academics. Among the latter Heming Ottmann's essay is of special interest for its presentation of lines of criticism derived from Gadamer's hermeneutics and Gehlen's philosophical anthropology which have been under-represented so far in the considerable debate which Habermas has provoked in the anglophone world.

The range of contributors indicates the variety of themes discussed. These include Habermas's theory of knowledge-constitutive interests, his analysis of what he conceives as the contemporary crisis of capitalism, his relationship to the Marxist tradition and the older Frankfurt School in particular, and his ambitious project of founding a critique of ideology in what he calls "universal pragmatics".

This last project, to which much of Habermas's recent work is devoted, is based on a view of ideology as "communication systematically distorted by the exercise of power". This, in turn, presumes that one can specify what undistorted communication would be like on the basis of what is necessarily assumed in the normal course of communication – even though, in fact, the full conditions of free communication are absent. "Undistorted communication" – Habermas's version of the old Marxist "kingdom of freedom" – parallels the economists' model of the perfect market, for, he writes, "the structure of communication itself produces no constraints if and only if, for all possible participants, there is a symmetrical distribution of chances to choose and to apply speech acts". The hovering presence of an essentially liberal/individualist anthropology in his work testifies to Habermas's ethical prudence more than his intellectual consistency. It explains the depth of his disagreement with more conventional Marxists as well as with conservative exponents of a tradition-oriented hermeneutics and an anthropologically based politics.

Habermas is that rare type, the genuinely liberal Marxist, who can write that, "The new ambivalences in the relation of theory to practice are fostered not only by a revolutionary uncertainty on the side of practice, but also by a fallibilistic consciousness on the side of theory", and admit that, "What today separates us from Marx are evident historical truths, for example that in the developed capitalist societies there is no identifiable class, no clearly circumscribed social group which could be singled out as the representative of a general interest that has been violated."

The fact that Habermas's essential liberalism rests upon premises is questionable as his intellectually formative Marxism does nothing to diminish the worth of his work as the embodiment of a tradition of open dialogue to whose defence so much of it is dedicated. Quite the reverse. Critical debate with Habermas's writings, marked as they are by his own receptivity to an astonishing range of ideas, will always be an education to critics, not least because it may force them to a deeper understanding of the themes involved as they struggle to render the often convoluted arguments in a more direct way. This is something which Thompson does particularly well, though it is encouraging to note that when responding to his critics Habermas is not always averse to expressing himself in an uncharacteristically simple fashion.

This is not a book for those new to Habermas's work. For an introduction the student should turn to the studies by Raymond Geuss, Garbis Kortian and, above all, Thomas McCarthy, whose book *The Critical Theory of Jürgen Habermas* (1978) has, as Habermas notes, done much to create the intellectual environment which makes the present volume not only possible but useful too.

David J. Levy

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Reflecting on Kant

Kant on Pure Reason
edited by Ralph C. S. Walker
Oxford University Press, £3.95
ISBN 0 19 875056 0

Ralph Walker's anthology of readings on Kant's *Critique of Pure Reason* is the latest addition to the Oxford Readings in Philosophy series. Like the other volumes in the series it brings together important recent writings on its chosen topic which are not otherwise conveniently available. It includes a good introductory essay by Walker on the items chosen, and a selective bibliography.

Walker has selected the readings with the intention that they should fulfil two separate desiderata: on the one hand, the volume is intended as a coherent introduction to the *Critique*, with essays covering most of the central topics in the Aesthetic, Analytic and Dialectic. On the other hand, almost all of the essays share a concern with elucidating those most central of Kantian themes: transcendental arguments, transcendental idealism and synthetic a priori truths.

Walker's intention of providing a coherent introduction to Kant succeeds only partially, and this for two reasons. First, not all the selections are introductory in any recognizable sense. For example, while the essays by Charles Parsons on Kant's philosophy of arithmetic and James Hopkins's "Visual Geometry" both deserve inclusion in such a volume, neither can be regarded as the sort of account likely to prove useful to students just beginning their study of Kant. The same could be said of Dieter Henrich's important essay "The Proof-Structure of Kant's Transcendental Deduction".

Secondly, there are some rather notable gaps in the topics covered. Suprisingly, there is nothing on any of the Analogies; and the Dialectic is represented only by Bennett's "The Age and Size of the World", and indirectly by W. H. Walsh's "Self-Knowledge", which touches on some but not all the issues raised by the paralogisms. On the whole, the task of providing introductory essays is done better in my view by Penelhum and MacIntosh's *The First Critique* despite its lack of any essays dealing directly with the Deduction.

Walsh's piece, which is a chapter from his *Reason and Experience* (1947), is not likely to be familiar to contemporary students of Kant. In it Walsh compares Kant's account of self-knowledge to standard rationalist and empiricist views. Provocatively, Walsh contends that Kant's conception of the self commits him to a species of non-empirical self-awareness, namely, the kind of awareness involved in philosophical reflection on ourselves as rational beings. Inquiry into the irrational features of mental life is to be left to empirical psychology. Hence the truths derived from philosophical reflection on the self must be synthetic a priori in character. Walsh's thesis, if true, gives succor to the possibility of transcendental reflection generally; however, it is difficult to see how the boundary between the rational and the irrational can be drawn solely through individual reflection.

Walker's introductory essay is genuinely helpful in explaining how the different essays relate to the central Kantian doctrines. He nicely points out that Barry Stroud's thesis in his "Transcendental Arguments", a justified hold-over from Penelhum and MacIntosh, that transcendental arguments given show how the world really is, but at most that we must possess certain concepts or have certain beliefs is not really antithetical to Kant. After all, Kant's transcendental idealism is directed precisely against the presumption that we might be able to say how things really are apart from the beliefs or concepts we must have if we are to know anything at all.

Walker is equally right in his comments on H. E. Matthews's "Strawson on Transcendental Idealism". Matthews argues that Kant's talk of appearances and the like amounts to no more than the thesis that there might be ways of viewing the world – God's, say – which are different from the specifically human, finite way of ordering experience. Walker replies that in making Kant's doctrine of transcendental idealism so easily respectable Matthews elides the substantive difficulties in Kant's theories that we construct appearances from the data of intuition, and that space and time are merely human forms of intuition.

Matthews's piece is weak in this respect; but then, one wonders why Walker did not choose a more vigorously argued essay for this slot. While the essays included by Strawson and Lauchlan Chipman, on synthesis and Kant's schematism theory respectively, do some of the theoretical work necessary to illuminate the thinking behind Kant's transcendental idealism, neither essay confronts the problem directly. Writers who do provide the detail Walker thinks necessary in order for the doctrine to be properly understood include Henry Allison, Gerald Prauss and Arthur Melnick. Strangely none of the works by these writers is listed in Walker's bibliography.

Walker's anthology succeeds neither as an introductory reader nor as a collection of the best of recent writings on Kant. Nevertheless, since all the articles included are worth having easily available, students will find it a useful supplement to the standard commentaries on the *Critique*.

J. M. Bernstein

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Elusive quartet

Toward a Science of Human Nature: essays on the psychologies of Mill, Hegel, Wundt and James
by Daniel N. Robinson
Columbia University Press, $35.75
ISBN 0 231 05174 3

There is no doubt room for some debate as to who our intellectual founding-fathers are. Professor Robinson, writing as a psychologist interested in intellectual history, or at any rate the history of psychology, has chosen four nineteenth-century figures, about whom he writes clearly, elegantly and knowledgeably, and has surrounded his discussion of them with some general comment on the nineteenth century. Despite the virtues of his treatment, however, the outcome is not altogether illuminating: although he is good at filling in the historical background he rarely provides enough detail to answer the question why we today should attend to these figures.

Robinson claims that present-day psychologists are likely to look past these people (to whom?), and I presume that that fact, if it is one, is meant to provide some kind of justification for drawing attention to the four thinkers in question as having a special place in the history of psychology. But why these four? Why not, for example, Helmholtz, Herbart, Brentano or the early Freud? Robinson makes some attempt to answer questions of this kind, but even so there remains the additional question in what sense the four that he has chosen to discuss have contributed something "toward a science of human nature". Are there not indeed other, more obvious, candidates in nineteenth-century thought for *that* title?

Robinson puts Hegel historically out of place between Mill and Wundt, because, he says, Mill's critique of the "absolute" is the modern reader's best introduction to Hegel (a dubious claim) and because Wundt is intelligible only if seen against Hegel. The chapter on Wundt is, however, by far the most detailed and for that same reason successful in a way that the others are not; it is probably true in any sense that Wundt is the least well known of the four. That on Mill fails because, while Robinson is determined to set him in the context of his predecessors, particularly Thomas Reid, there is not enough on Mill himself (and not, incidentally, enough on his father, James Mill) to explain what all the fuss is about.

To deal with Hegel in the kind of space devoted to him is impossible and I doubt whether anyone coming to Hegel for the first time in these pages would make much sense of Robinson's account. It is arguable that Hegel has more to say about "human nature" than any of the other three, even if he himself might not have put it in those terms; on the other hand it is less than obvious how large a chapter he provides in the history of psychology. It is probably a mistake, for example, to view Hegel's discussion of the master-slave relation as a contribution to social or psychological analysis. There are occasions in Robinson's book when it seems as if his motivation has to do with what these people said about free-will, but the truth is that he never clearly determines just what is supposed to be involved in a "science of human nature". Hence, it remains unclear exactly what these people are supposed to contribute to, let alone the extent to which they did.

In the case of William James we get his anti-Hegelianism in the full sense. We are told about his radical empiricism and his pragmatism, but how much of that constitutes a contribution to the history of psychology is again not made clear. Robinson tells us a little about James's notion of the stream of thought, but just what James was getting at in that famous ninth chapter of the *Principles of Psychology* no one would really get from Robinson's account. There is some discussion of James's theory of the self and of the will, but there is little enough about the remaining chapters of the *Principles*.

It should be apparent that I question both the principles of selection used by Professor Robinson in relation to his material and the level of detail at which the material is discussed. The book is less a contribution to intellectual history, let alone the history of psychology, than a set of notes on particular themes discussed by the thinkers in question, set in a reasonably comprehensive historical context. It is often engagingly done, but as it is done it does not have real pretensions to historical scholarship, or at any rate not when taken as a whole. One wonders, perhaps, at the end of it all why it was done, even if one has learned a little along the way.

D. W. Hamlyn

D. W. Hamlyn is professor of philosophy at Birkbeck College, London.

BOOKS

Cruiser weight

Cruise Missiles: technology, strategy, politics
edited by Richard K. Betts
Blackwell, for the Brookings Institution, £24.50 and £9.95
ISBN 0 8157 0932 3 and 0931 5

The cruise missile derives from Germany's V-1 buzz bomb of the Second World War. By the early 1970s technological innovation had transformed its potential into a highly versatile weapon system. Capable of being launched from ground, air, and sea-based platforms, cruise missiles could deliver nuclear or conventional warheads with a high degree of accuracy. Above all, they seemed an amazingly cheap and cost-effective option at a time when weapons were proving increasingly expensive.

The prospect of a mass-produced high quality weapon system severely complicated the Strategic Arms Limitation Talks (SALT). So important are the military and political implications of this missile that a comprehensive assessment of its "benefits and problems" was urgently required. This volume admirably fills the void; the 16 articles, including a useful survey by the editor, cover the technical, strategic, political, and arms control aspects of the missile's development, with substantial appendices on its costs and the characteristics of Soviet air defences.

In an excellent history of the missile programme, Robert J. Art and Stephen E. Ockenden point out that none of the US military services originally wanted the cruise missile, in as much as it threatened their dominant missions or seemed likely to divert funds from other programmes. The cruise missile would never have proceeded as far or as fast, if indeed at all, had it not been for leading civilian figures in the White House, Pentagon and the Department of State who valued this weapon as a "bargaining chip" in SALT.

Bruce Bennett and James Foster reconsider the strategic utility of the cruise missile. They question the findings of earlier studies on the potential of the air-launched cruise missile (ALCM), carried by B-52 bombers. Raising doubts about the pre-launch survivability of the elderly B-52s, they observe that the currently planned ALCM force cannot cover the vast number of military targets in the Soviet Union, and emphasize that they offer little relief from the Soviet threat to America's land-based missile silos. Cruise missiles, they argue, are not a panacea for the current shortcomings in America's nuclear arsenal. Nevertheless, they can still contribute to the US nuclear deterrent. They fly at subsonic speeds and so cannot be perceived as a first strike threat. They have also preserved the bomber leg of the triad of forces, so complicating the threat to the Soviet Union and providing her with an incentive to invest heavily in air defence.

To evaluate the effectiveness of Soviet air defences is immensely difficult, requiring not merely an assessment of their technical capabilities but also of Soviet doctrine and operational planning. Gordon MacDonald, Jack Ruina and Mark Balaschak, however, are confident that the ALCM would get through. They regard current Soviet defences as "totally inadequate" and "do not foresee major improvements ... by the time ALCMs become part of the force". This conclusion would have been more convincing had the authors considered, and found grounds for refuting, various contrary judgments by specialists on both sides of the Atlantic who have studied the Soviet Air Force.

More impressive is Michael McGwire's analysis of the potential of sea-launched cruise missiles (SLCMs). He accepts that they could enhance the anti-ship capabilities of American surface ships and improve their ability to intervene in the third world. But he recognizes that any final judgment on the mode of deployment will have to consider the competition for space and weight between the cruise missile and the existing anti-air and anti-submarine systems.

He also questions the viability of deploying cruise missiles, armed with nuclear warheads, aboard general purpose units. This idea, mooted in Britain as a cheap alternative to Trident, overlooks the difficulty of controlling these weapons once deployed to lower echelons, the unlikelihood of general purpose units being in the right place at the right time, and the adverse effect upon their flexibility.

Several authors examine NATO's decision to deploy ground-launched cruise missiles (GLCMs). They agree that Western Europe's leaders, especially Helmut Schmidt, were seeking a measure of reassurance from the United States after the onset of strategic parity between the superpowers. In approving NATO's proposal, they were seeking to close a political or psychological gap in the spectrum of deterrence and not simply to counter the Soviet deployment of SS-20 missiles and Backfire bombers.

Ironically the decision exacerbated existing fears, raising the spectre of a limited nuclear war confined to Europe. Only progress in arms control may allay these suspicions. Although William H. Kincade describes a possible tactical nuclear force agreement, he admits that three major asymmetries will beset negotiations: the GLCMs and Pershing II missiles differ in capability and mission from the SS-20s and Backfires and cannot be traded one against the other; the modernization of American forces is only proposed while the Soviet process has been underway for several years; and geography favours the Soviets since SS-20s and Backfires, once withdrawn to eastern Russia, could be redeployed in a crisis.

Overall these articles provide a useful reappraisal of the cruise missile. They emphasize that the missile is neither as cheap nor as accurate as originally predicted, and that is has posed difficulties for arms control and alliance cohesion. Even so, the cruise missile remains a remarkably versatile weapon system which can contribute significantly to America's deterrent.

Edward Spiers

Dr Spiers is lecturer in defence at the University of Leeds.

Idealized structures

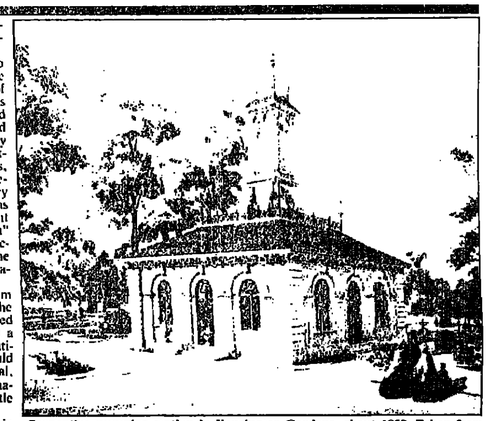
A History of the Theory of Structures in the Nineteenth Century
by T. M. Charlton
Cambridge University Press, £22.00
ISBN 0 521 23419 0

The Tay bridge disaster, the collapse of the cooling towers at Ferry bridge and the extensive structural calculations and testing associated with the Concorde aircraft, for example, all emphasize the importance of providing adequate strength and stiffness in engineering structures.

It was the French who first appreciated the need for theoretical understanding of the strength and stiffness of structures if development was to proceed successfully. The earliest relevant theoretical studies, from which the modern theory of engineering structures has grown, seem to have been those of simple plane frameworks consisting of straight bars joined at their ends by frictionless pins to which known loads were applied. Many frameworks can be idealized into structures of this kind and the conditions of static equilibrium can be sufficient to calculate, or to obtain by drawing triangles or polygons (that is, by graphic statics) the forces in the members of the framework and hence the area of material required in their cross-section. But difficulties arise when the number of unknown forces exceeds the number of independent equations of static equilibrium. Much of the effort in the last century was directed to obtaining, by using minimum energy and other methods, the necessary "extra" equations for these statically indeterminate or so-called "redundant" structures.

A radically different approach is to calculate the displacements of the joints necessary for the members of the framework to provide the forces needed to just balance the applied loads. This procedure was outlined by Navier early in the last century and needs no "extra" equations; except for the simplest of frameworks, however, the number of displacements to be calculated is usually very large. Consequently the method was not much used until the development in the present century of "relaxation" techniques and the use of the electronic computer in dealing with the large numbers of simultaneous equations involved.

Levy, and later Weyrauch, seem to have been alone in indicating the best geometric form for braced frameworks and emphasizing that a statically determinate form of a statically indeterminate framework could be that which used the least material, thus rendering "statical indeterminacy unnecessary". Their work is little known.



Serpentine pumping station in Kensington Gardens, about 1858. Taken from Early Victorian Water Engineers by C. M. Binnie, published by Thomas Telford Limited at £9.50 (UK, post free) and £12.00 (overseas, by air).

When the "primary" forces only in the members of an idealized braced framework were known, techniques needed to be developed to find the displacement of the joints of the framework, that is, the stiffness of the framework. With this knowledge it was possible to start removing the "idealizations" of early theory, to estimate the so-called "secondary" forces due, for example, to actual joints not being frictionless but made by gusset plates and rivets.

Professor Charlton has evidently had to face a formidable task in attempting to deal systematically in a volume of less than 200 pages with the history of the theory of engineering structures in the nineteenth century, a subject in which he has undoubtedly read extensively and with considerable attention to detail. Faced with such a task, Charlton tells us in his preface that he decided to present his history, as far as possible, by tracing chronologically, developments in specific topics such as beams, pin-jointed frameworks, energy principles in structures, and so on. Thus, in dealing with the development and use of energy methods, he introduces in turn the contributions of Cotterill (1865), Castigliano (1873), Crotti (1888), Engesser (1889), and others. On the other hand, where an important contribution such as that made by Levy has been largely overlooked by others working on structural theory he has devoted a special chapter to the matter. This scheme seems to have worked well and has the advantage that the reader can turn to the topic he is interested in without following the chapter order of the book.

Where the material Charlton is considering is dealt with at length in standard works on the theory of structures he has kept his comments brief, sometimes perhaps too brief for their import to be immediately apparent to a reader who may then need to refer to a standard text on the topic. For example, graphic statics, which was the most powerful tool of yesterday, may not nowadays be mentioned in computer-orientated courses of structural study and the present-day student might have been helped a little more, with this section of the book, if it had been briefly explained that graphical methods break down even for statically determinate structures unless a succession of joints can be found at which no more than two forces are unknown in magnitude. In dealing with energy principles, on the other hand, the author is more lucid and is at pains to make it abundantly clear that the use of "actual elastic displacements as virtual displacements is the single most powerful device in structural analysis".

The book is also rich in human interest. His account of the rivalry of Mohr and Müller-Breslau, both of whom made very significant contributions to structural theory, is most fascinating. Each had his own approach to the simplification of the analysis of a fixed ended arch so that the three equations for the three unknown statical redundants are such that only one unknown appears in each equation.

Charlton has evidently great sympathy for Navier, the "founder of modern structural theory", whose abridged obituary notice he translates in appendix 1. Navier's Pont des Invalide suspension bridge was never completed, whereas Telford (whose contribution to structural theory is negligible) was successful in completing his Menai Bridge. Charlton does not tell us, however, how lucky Telford was that in a storm a few years later his bridge did not fail like the Tacoma Narrows bridge.

Although much of the work in the theory of structures in the last century was concerned with simplifying graphical and analytical procedures, Charlton also reminds us that basic theoretical notions were hammered out. If access to a modern electronic computer had been available to Navier and his successors, however, much of this work might not have been undertaken. All the more reason then for being grateful to Professor Charlton for rescuing the *early history from the obscurity threatened by the advent of the modern computer.*

J. B. B. Owen

J. B. B. Owen is emeritus professor of engineering at the University of Liverpool.

Dual motives

Language and Cognition
by Alexander R. Luria
edited by James V. Wertsch
Wiley, £17.50
ISBN 0 471 09302 5

In this his last book before his death in 1977, A. R. Luria covers the whole range of his work: the relationship of language and consciousness, the meaning of words, the development of concepts and of word meaning, the regulative function of speech, comprehension from the word to the text, and cerebral organization and the pathological disruption of speech comprehension and production. Throughout this wide coverage we see unifying themes, often reflecting the enormous influence of Vygotsky on Luria's thinking.

The most important of these influences is the emphasis that Luria places on change. His views on language and cognition, and on their relationship, have as a base a concern with both ontogenetic and phylogenetic development. Word and sentence meanings, the function of concepts, thinking, the role of speech as a means of directing our behaviour and that of others are all treated from an analysis of the child. It seems unreasonable to Luria, as with Vygotsky, to treat the adult as a separable object of study. More dramatic is the emphasis on the social continuity which language enables: "The word provides the mechanism for abstracting and generalizing, a mechanism created in the process of human social history."

The analysis continues at higher cognitive levels. The syllogism "has evolved over the course of social history". As a consequence "humans can derive conclusions not only from their direct impressions but also from the general experience of human kind". This is the point at which the parallel between the development of the child and the development of societies is most closely drawn. It is also a point at which one can detect the whiff of value systems.

A second theme concerns the complexity of the processes underlying speech. Although Luria pays lip service to contemporary linguistics he seems far more interested in the social function of speech, the motives of the speaker and the inner meaning of the text. At one stage he analyses the methods of Stanislavsky. The director does no allow the actor to *begin by studying the text of a role* but by becoming accustomed to the image and motives of the character, improvising the projected behaviour of the character in a variety of situations. The text is then interpreted through these motives and this image. In this way not just the meaning but the sense of the text can be expressed. Luria concludes:

> The analysis of the process of understanding the sense of an utterance, and the transition from meaning to sense and motive, remain a major issue for cognitive psychology. One can only hope that in the future the processes that make this transition possible will become the subject-matter of careful, detailed, and objective psychological experiments. There is no doubt whatsoever that such research would represent a new and important stage in scientific psychology.

The final chapters in the book are devoted to the study of brain-damaged patients. There is a problem here, as with much of neuropsychology and neurolinguistics, of dual motives. On the one hand Luria summarizes his earlier work on the specification of the psychological functions subserved by the various parts of the cortex; on the other he uses the behaviour of patients for purely psychological ends: "the different types of lesions allow us to isolate and study various parts of the normally integrated and indivisible processes involved in the psychophysiological structure of speech utterances." The latter seems much more coherent than the former.

Overall, this is a very approachable book, well translated and with a good introduction. Most of the time Luria stays at the level of psychology without the excursions into neo-Pavlovian reductionism which are often found in Russian psychology. He writes with a rare simplicity on complex topics, allowing the inner man to emerge.

John Morton

John Morton is a member of the scientific staff of the MRC Applied Psychology Unit, Cambridge.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

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This mosaic-effect self-portrait etching by Chuck Close, and American working in New York is included in an Arts Council exhibition Big Prints. The exhibition is at the Central Museum and Art Gallery in Dudley, Worchestershire from August 21 to September 25 and will transfer later to Barnsley and Wolverhampton.

Grants

City
Systems Science – Professor P. D. Roberts - £31,299 from the UKAEA for research on reactor plant model validation.
Physics – Professor L. Finkelstein and Dr F. Abdullah – £32,790 from the SERC for research on modelling and computer-aided design of instrument transducers; Professor A. F. Brown and Mr L. P. Wright – £43,990 from the SERC for research on high resolution ultrasonic instrumentation.
Chemistry Dr A. C. C. Tseung and Dr A. L. Mackay – £76,996 from the SERC for research on corrosion of hot oil risers in sea water
Careers and Appointments Service – Mr R. P. Pierce-Price – £15,504 from the DES for research on the development of a computer-aided careers guidance system for higher education.

London – The Royal Veterinary College
Microbiology and Parasitology – £42,161 further from the Horserace Betting Levy Board for the study of equine respiratory infections under the direction of Dr Neil Edlington
Anatomy – £38,504 from The Wellcome Trust to provide a veterinary fellowship over three years for the study of the pathology of the dorsal canal of the bovine corpus cavernosum penis under the supervision of Dr R. R. Ashdown.
Surgery – £31,935 from The Wellcome Trust to provide a research training scholarship for a study of the pathophysiology of post-operative ileus in the horse under the direction of Dr E. L. Gerring in collaboration with Dr J. I. Polak of the Royal Postgraduate Medical School.
Animal Husbandry and Hygiene – £32,820 from the ODA for investigation of mastitis in sheep and goats under the direction of Dr J. E. T. Jones.

These grants are from the SSRC.

Southampton
Economics – £10,854 to study modelling dynamic systems of demand equations directed by Dr G. J. Anderson and R. W. Blundell.
Psychology – £47,999 to study the systematic observations of interaction in families directed by Professor A. Gale.
Psychology – £44,779 to study model specification and testing in econometrics directed by Professor G. E. Mizon and Dr T. S. Breusch and £27,773 to study expectations and wealth effects in macro-economic models directed by Professor M. R. Wickens.

Strathclyde
Law – £13,495 to study modern residential landlords' holdings: their letting policies and perceptions of legislation directed by Dr P. Robson.

Sussex
Social sciences – £18,955 to study a modern industry in a declining region: electrical engineering in South Wales directed by Dr R. A. Sayer.

Recent publications

Patterns of Short Courses – An Aid to Programme Planning published by the Central Council for Education and Training in Social Work, a complement to an earlier handbook is intended primarily to help people responsible for staff development and in-service training, as well as managers who select staff for short courses and people new to the planning of training events. The paper considers in detail a variety of short course patterns, weekly class, linked days, short blocks, residential courses related to the different kinds of learning need. It contains a checklist of essential tasks and processes divided into two frames. (Copies of paper 14:1 available from CCETSW Information Service, Derbyshire House, St Chad's Street, London WC1 8AD, £2).

Forthcoming Events

"Gender and sociological theory" a two day conference is to be held at St Hilda's College, Oxford on September 13-14. The conference is being organised by the social theory study group of the British Sociological Association. Fee: £26. Details from Jane Purvis, faculty of educational studies, the Open University, Milton Keynes, or John Phillips, department of social studies, Manchester Polytechnic, Aytoun Street, Manchester.

* * *

KIT (Kent Information Technology) is a two-day event being held at the University of Kent from September 16-17 to mark Information Technology Year. It will consist of a wide range of exhibitions, demonstrations, lectures and seminars designed to promote greater understanding of the impact of new technology on every sphere of work and leisure. The event is open from 9am to 8pm on Friday. Admission free.

Honorary degrees

Mr John E. Bolton who has resigned from the appointment of treasurer of the University of Surrey is to be awarded an honorary doctorate of the University in December. He will be succeeded as treasurer by Mr A. J. W. S. Leonard.

Open University programmes August 21 to August 27

Saturday August 21

BBC1
6.25 Contemporary Issues in Education: "Crash Course" (E270; prog 13)
6.50 Anti-Ageing Population: Home from Home (P252; prog 7)
7.15 Mathematical Problems: Freedom and Personhood (A313; prog 9)
7.40 Modern Art from 1848 to the present: Styles and Social Implications: Surrealism and Film (A351; prog 9).
8.05 Ethnic Minorities and Community Relations. Colonials in Reverse: 2, Mother Countries (E354; prog 3).

BBC2
8.20 Greece 478-336 BC: The Theatre (A292; prog 6)
8.50 An Introduction to Calculus. Geometric Vectors (MS283; prog 13).
9.15 Introduction to Pure Mathematics: Klein's Unification of Geometry (M203; prog 25)
9.40 The Development of Instruments and their Music: An Introduction to Electronic Music (A363; prog 13)
10.05 Technology Foundation Course: Cancer - Some of the Options (T101; prog 15).
10.30 Arts Foundation Course: Look - A Study in Chic Pride (A101; prog 25).
10.55 Management and the School: Conversation Analysis (E266; prog 7)
11.20 Conflict in the Family: Juvenile Court 1 (P253; prog 3)
11.45 Mass Communication and Society: Shooting Scene 341 (D1235; prog 13).
12.10* Organic Chemistry: Metals with Wings (S240; prog 12).
12.35* Science and Belief from Darwin to Einstein: The Pure Gaseite. (A381; prog 5)
11.00* Mathematical Models and Methods: Maths Methods: Line Integrals. (MST209; prog 20).
11.25 Genetics: Heavy Metal Tolerance (S299; prog 11).
11.50 An Introduction to Psychology. Here's Looking at You (D5262; prog 7).
12.15 Computer Based Information Systems: Data Dictionaries (M352; prog 7)
12.40 Quantum Theory and Atomic Structure: Shapes and their Angular Momenta in Atoms (SM351; prog 9)
13.05* Personality and Learning: Nurture Groups (E261; prog 13)
13.30* Cognitive Psychology: Solving the Problem (D361; prog 13).
13.55* Reading Development: "A Wealth of Words" (P231; prog 7)
14.20* Language Development: Language Opportunities (P6232; prog 10)
14.45* Instrumentation: Modulation and Noise (T291; prog 9).

RADIO 3 (VHF)
8.55* Biochemistry and Molecular Biology: Basic Concepts in Immunology (S322; prog 12).
9.15* Risk Biological Performance (D320; prog 9).
9.35* Decision Making in Britain: The Royal Commission on Environmental Pollution (D204; prog 21).
9.55 Materials Under Stress: Investigating Failure (T351, prog 7)
7.15* Arts Foundation Course: We War with Rude Nature (A101 prog 23).
7.35* Science Foundation Course: Metabolic Pathways (S101; prog 12).
23.20 Quiet Poems.
24.00 Elements of Music: Development Techniques (A241; prog 13).
00.20* Mathematics and Applied Calculus: Solving Problems (MST282: prog 6).

Sunday August 22

BBC1
6.25 History of Architecture and Design, 1890–1939: The London Underground (A362; prog 19)
6.50 Man's Religious Quest: Zoroastrian Orthodoxy (AD208; prog 4)
7.15 Systems Modelling: For Whose Benefit' or What Cost? (T34; prog 6).
7.40 Urban Change and Conflict: Planning (D302; prog 7).
8.30 Microeconomics: Income Distribution (D222; prog 7)

BBC2
6.25* Images and Information. The Surface of Mars - A Case Study (ST291; prog 12)
6.50 Graphs, Networks and Design: Silicate Structures (TM361; prog 13).
7.15 Environment: The Flower Quest (S2-3, prog 2).
7.40 The Nature of Chemistry. Thallium in Organic Synthesis (S381, prog 29)
8.05 Biochemistry and Molecular Biology: Immunology: I. An Overview (S322, prog 13).
8.30 Science Foundation Course: DNA – The threat of Life. (S101; prog 24).
8.55 Social Sciences Foundation Course: Opposing Racism (D102; prog 20).
9.20 Maths Foundation Course: Modelling Drug Therapy (M101, prog 22).
9.45 Mathematics by Mathematics. Natural Numbers (TM281; prog 11).
10.10* Materials Processing: Forge Masters (T32; prog 11)
10.35 Control of Technology: Hand Co-operatives in Mondragon (A361; prog 7).
11.00 Biology: Form and Function. Plants. Problems with Water (S202; prog 26)
11.25 Computing and Quantum: Critical Path Analysis (M252; prog 12).
11.50 Molecular Biology: Evolution of an Ocean (S334; prog 13)
12.15 Complex Analysis: Analytic Functions (M332: prog 10).
12.40 Physiology of Cells and Organisms: Physiological Adaptation 2 (S321; prog 13).
13.05 Surface and Sedimentary Processes - Case Studies in Earth Science: Landslips (S335; prog 10)
13.30* Interacting Physics Ways and Energy Levels (S271; prog 11).

RADIO 3 (VHF)
8.55 The Control of Education in Britain. Gifted Children Recognised or Ignored? (E222; prog 8).
9.15 17th Century England A Changing Culture 1618 – 1688 Draughtsmen and Craftsmen (A201, prog 21).
9.35* Science and Belief from Darwin to Einstein Reflections on the Meaning of Evolution (A381; prog 12).
9.55* Personality and Learning. Combating Stereotypes (E261; prog 25)
7.15 Social Sciences Foundation Course. Magazine Programme 6 (D102; prog 13).
7.35 Technology Foundation Course: Cancer Research. What Way? (T101; prog 15).
23.20 Management and the School: Preparing for the Exam (E323, prog 8).
23.40* Rome: The Augustan Age. The Britons Under Rome (A262; prog 13).
24.00 Instrumentation: Signals in Noise (T291: prog 7).
00.20 Schooling and Society: Speech and Prose (E202; prog 13).
00.40 Art in Italy 1480–1580: Palladio in Search of the Ideal Villa (A332; prog 9).

RADIO 4 (VHF)
6.55* Ethnic Minorities and Community Relations. Racism in Britain 2 (E354; prog 5)
7.35 The Enlightenment: Smith and Government (A305; prog 26).

Monday August 23

BBC1
6.40 The Enlightenment: The Adam Smith Lecture (A304; prog 12).
7.05 Mathematical Models and Methods: Multiple Integrals (MST209; prog 29)
7.30 The 19th. Century Novel and its Legacy: Vision and Design (A212; prog 13)

BBC 2
8.40* Maths Foundation Course. Modelling Drug Therapy (M101; prog 23).
7.05* Technology Foundation Course: Cancer Some of the Options (T101; prog 15).
7.30 Computing and Computers: Approach to Programming (M252; prog 13).
17.10* Contemporary Issues in Education: "Crash Course" (E270; prog 13).

RADIO 3 (VHF)
8.55 Research Methods in Education and the Social Sciences: The Uses of Complex Models (ED304; prog 14).
8.15* Man's Religious Quest: Confronting Suffering and Evil (AD208; prog 19).
8.35* World Politics: Perspectives on Brandt (D233; prog 9).
23.20 Arts Foundation Course. A Psychological Approach to Literature (A101; prog 26).
23.40* Technology Foundation Course: Cancer Research Which Way? (T101; prog 15).
24.00 Oceanography: Manganese Nodules (S334; prog 9)
00.20* Social Psychology: Social Skills. Therapy (D305, prog 13).

RADIO 4 (VHF)
23.30 The Rise of Modernism in Music: The Origins of Jazz (A308; prog 13).

Tuesday August 24

BBC1
6.40 17th Century England. A Changing Culture 1618–1688 St. Paul's (A303) prog 13).
7.05 Special Needs in Education. Pack up your Troubles (E241; prog 5)
7.30 Food Production Systems: The Mantoba Sugar Scheme (T273; prog 7).

BBC2
6.40 Systems Organisation: The Management of Complexity. IATA (1) A World System (T243: prog 9).
7.05 Science Foundation Course: The Fabric of Life (S101; prog 25).
7.30 The Earth's Physical Resources: Concrete (S262; prog 9).
17.10 An Ageing Population: "Home from Home" (P252; prog 7)

RADIO 3 (VHF)
6.55* Elements of Music: Development Techniques (A241; prog 13).
7.15* Rome: The Augustan Age. The Britons Under Rome (A262; prog 13).
7.35 Instrumentation: Signals in Noise (T291: prog 7).
8.15* Management and the School: Preparing for the Exam (E323; prog 8).
8.35 Environmental Control and Public Health: Noises while you Work (P7272; prog 13)
8.55 Arts Foundation Course: Theatre, Path and Boundary (2) (TAD292; prog 13)
9.20 History of Architecture and Design 1890–1939: London Transport Design (A305; prog 26).
9.40 Social Work, Community Work and Society: A Social Work Defence (DE206; prog 13).

RADIO 4 (VHF)
23.30 Complex Analysis: Uniform Convergence (M332; prog 9).
23.50 Genetics: Lysenko (S299; prog 13).

Wednesday August 25

BBC1
6.40* Oceanography: Evolution of an Ocean (S334; prog 13).
7.05* Technology Foundation Course: Cancer Some of the Options (T101; prog 15).
7.30 Computing and Computers: Approach to Programming (M252; prog 13).

BBC2
8.40 Introduction to Pure Mathematics: Integration and Area (M203; prog 26).
7.05 Arts Foundation Course: Words and Pictures – The Art of Charlotte Brontë (A101; prog 26).
12.30 The Pre-School Child: Socialising In (P012; prog 4)
12.55 Health Choices: Home Cooking (P021; prog 2).
17.10* Philosophical Problems: Freedom and Personhood (A313; prog 9).

RADIO 3 (VHF)
6.55* Principles of Chemical Processes: Chain Reaction Mechanism (ST294; prog 5).
8.15* The Rise of Modernism in Music: The Origins of Jazz. (A308; prog 13).
23.20* Social Sciences Foundation Course: Magazine Programme 6 (D102; prog 13).
23.40* Reading Development: Reading Errors – Reading Progress (PE23); prog 7)
24.00 Economics and Education Policy: Economics and Training (ED322; prog 7).
00.20 20th Century Poetry: Surrealism (A306; prog 13).
00.40* The Enlightenment: Smith and Government (A204; prog 26).

RADIO 4 (VHF)
23.20 17th Century England; A Changing Culture 1618–1688; Musical Life in Restoration England (A203; prog 15)
23.50 Personality and Learning: Maladjustment: A Closer Look (E261; prog 26)

Thursday August 26

BBC1
6.40* An Introduction to Psychology: Here's Looking at You (D5262; prog 7).
7.05* Graphs, Networks and Design: Silicate Structures (TM361; prog 13)
7.30 Engineering Mechanics: Thermofluids and Energy: Looking at Heat (T235; prog 7).

BBC2
6.40 The Earth's Structure. Composition and Evolution: The Search for Oil (S237; prog 12)
7.05* Social Sciences Foundation Course: Opposing Racism (D102; prog 20).
7.30* Surface and Sedimentary Processes: Case Studies in Earth Science: Landslips (S335; prog 10).
8.55 Greece 478–336 BC: Two Red Figure Artists (A292; prog 13).
9.18 The Digital Computer: The Specimen Exam Paper (TM221; prog 16).
9.38 An Introduction to Calculus: A Calculus of Fields (MS283; prog 7).
10.03 Maths Foundation Course: Complex Numbers and Differential Equations (M101; prog 13).
10.40* Materials Under Stress: Investigating Failure (T351).
11.05 Schooling and Society: Speech and Prose (E202; prog 13).
00.20 Man's Religious Quest: Mithraic Symbolism (AD208; prog 21).
00.40 Decision Making in Britain: The Changing Nature of Foreign Policy? (D203; prog 21)

RADIO 4 (VHF)
23.20 Fundamentals of Human Geography: A Case Study of Tees-side (D204; prog 9).
23.50 Fundamentals of Statistical Inference: Hypothesis Testing (M341, prog 7).

Friday August 27

BBC1
6.40 Urban Change and Conflict: Planning (D202. prog 7).
7.30* Modern Art from 1848 to the Present – Styles and Social Implications: Surrealism and Film (A351; prog 9)

BBC2
6.40* Biology Form and Function: Plants: Problems with Water (S202; prog 26).
7.05* Approach to Geology: Gower Coast (S2-3; prog 2).
7.30* Quantum Theory and Atomic Structure: Shapes and Angular Momenta in Atoms (SM351; prog 9)
24.00* History of Architecture and Design 1890–1939: The London Underground (A305; prog 19).
24.20* Man's Religious Quest: Zoroastrian Orthodoxy (AD208; prog 4).

RADIO 3 (VHF)
6.55* Economics and Education Policy: Economics and Training (ED322; prog 7).
6.15* Instrumentation: Signals in Noise (T291: prog 7).
6.35* Art in Italy 1480–1580: Palladio in Search of the Ideal Villa (A332; prog 9).
23.20 Organic Chemistry: CAM 44 (S246; prog 4).
23.40* The Control of Education in Britain: Gifted Children - Recognised or Ignored? (E222; prog 8).
24.00* Complex Analysis: Uniform Convergence (M332; prog 6).
00.20* An Introduction to Calculus: A Calculus of Fields (MS303; prog 7).
00.40* History of Architecture and Design 1890–1939. London Transport Design (A305; prog 26).

* repeated programmes

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Exhibitions Awards Conferences and Seminars Courses	Personal For Sale and Wanted Holidays and Accommodation

Universities

KING SAUD UNIVERSITY
College of Medicine

Applications are invited from suitable qualified (male and female) candidates to fill the following posts in accordance with the requirements mentioned against each post. All applicants should be able to communicate freely in Arabic and English:

Post	Requirements
Assistant Professor of Primary Care at the Department of Community Medicine.	M.R.C.G.P. (General Practice); or M.R.C.P. (Medicine or Paediatrics); or M.R.C.O.G.; or American Board; or Canadian fellowship.
Junior/Senior Registrars for Primary Care or Maternal and Child Health.	Should have experience as Registrar in a big hospital for 2–3 years in addition to one of the following qualifications; Diploma or Master's degree in Paediatrics or Obstetrics & Gynaecology.
Nurses for Primary Care or Maternal and Child Health.	Qualified from High Institute of Nursing or any other equivalent qualification.

Salary Scale
Assistant Professor: SR5,600–400–9,200, plus 80% as clinical allowance for working in hospital.
Junior/Senior Registrar: SR4,790–215–6,940, plus 20% professional allowance.
Nurse: SR2,430–130–2,950, plus 20% professional allowance.
In addition, excellent furnished housing is provided or a housing allowance is given. Round trip ticket, gratuity and conveyance allowance or conveyance is provided.
All applications with supporting documents should be sent to:
Dr Fahad A. Jabbar, MRCOG
Dean, College of Medicine
King Saud University
PO Box 2925, Riyadh, Saudi Arabia.

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of SENIOR LECTURER/LECTURER IN CHEMICAL ENGINEERING in the Department of Chemical Engineering, Mona, Jamaica. Primary consideration given to candidates with post-graduate qualifications in any field of Chemical Engineering. The appointee is required to teach courses in more than one of geomatics, analysis of geological data, geohydrology, industrial chemistry and engineering. They will also be expected to participate in the undergraduate Geology programme and running field classes at all levels. Applicants should have three years' post graduate experience. Duties to be assumed as soon as possible after 1 October 1982.

Salary scales (under review): Senior Lecturer – J$17748–22848 pa Lecturer – J$15090–20049 pa (£1 sterling = J$5.1245)

Salary scale (under review): Senior Lecturer – J$13,508–20,049 pa (£1 sterling = J$3.1245)

F&SU. Study and Travel Grant. Unfurnished accommodation or housing allowance. Family passages. Application forms (2 copies) should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London, W1P 0BT quoting reference U166/82. Further details and application forms are available from either address. H1

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of:

(i) SENIOR LECTURER/LECTURER IN ORGANIC CHEMISTRY
(ii) LECTURER/ASSISTANT LECTURER IN INORGANIC CHEMISTRY

The appointee is expected to play a full role in the teaching and organization of the chemistry courses and to contribute to the research programme of the Department.

Salary scales (under review): Senior Lecturer – J$17748–22848 pa Lecturer – J$15090–20049 pa (£1 sterling = J$5.1245)

Salary scale (under review): Senior Lecturer – J$13,508–20,049 pa (£1 sterling = J$3.1245)

F&SU. Study and Travel Grant. Unfurnished accommodation or housing allowance. Family passages. Application forms (2 copies) should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London, W1P 0BT quoting reference U167/82. Further details and application forms are available from either address. H1

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of:

(i) SENIOR LECTURER/LECTURER IN CHEMISTRY
(ii) LECTURER/ASSISTANT LECTURER IN INORGANIC CHEMISTRY

The appointee will be expected to contribute to teaching in undergraduate courses, participate in management studies and graduate programmes in Accounting.

Salary scale (under review): Lecturer: J$13,508–20,049 pa (£1 sterling = J$3.1245)

F&SU. Study and Travel Grant. Unfurnished accommodation or housing allowance. Family passages. Application forms (2 copies) should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London, W1P 0BT quoting reference U168/82. Further details and application forms are available from either address. H1

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of:

(i) LECTURER/ASSISTANT LECTURER IN ASIAN HISTORY. Applicants also qualified to teach European History will have an advantage.

(ii) LECTURER/ASSISTANT LECTURER IN NEW WORLD HISTORY. Must be able to offer courses in Caribbean History.

Duties to commence October 1982.

Salary scales (under review): Lecturer – J$15090–20049 pa Assistant Lecturer – J$13508–14088 pa (£1 sterling = J$3.1245)

F&SU. Study and Travel Grant. Unfurnished accommodation or housing allowance. Family passages. Application forms (2 copies) should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London, W1P 0BT quoting reference U169/82. Further details and application forms are available from either address. H1

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of:

(i) LECTURER/ASSISTANT LECTURER IN COMPUTING. Sub-Department of Mathematics, Department of Mathematics, Applicants should have an interest and experience in Business Information Systems and in Data Processing, as the appointee will be expected to contribute to teaching in undergraduate courses, participate in management studies and graduate programmes in Accounting.

Salary scale (under review): Lecturer: J$13,508–20,049 pa (£1 sterling = J$3.1245)

F&SU. Study and Travel Grant. Unfurnished accommodation or housing allowance. Family passages. Application forms (2 copies) should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London, W1P 0BT quoting reference U170/82. Further details and application forms are available from either address. H1

AUSTRALIA
THE AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited from suitably qualified persons for appointment to the following positions:

FACULTY OF ECONOMICS

DEPARTMENT OF ACCOUNTING AND PUBLIC FINANCE
RESEARCH SECTION
LECTURER IN ACCOUNTING

Applicants with expertise in computerized information systems, auditing, corporate finance, managerial accounting or public sector accounting are preferred although applications from other areas of accounting will also be welcome.

Applicants must have high level academic qualifications in accounting or related disciplines, strong analytical background, a good teaching and research record, and good English expression. Tertiary qualifications in management studies and computer programming an advantage.

Salary will be in accordance with qualifications and experience, within the range: Lecturer $A20963 – $A27553 p.a., Current salary rates: $A1 = $US0.96

Appointment will normally be at the lecturer level only if the candidate is of sufficient merit. A reader will be required to lead the Department from time to time, and possibly Dean of the Faculty.

It is hoped that the successful applicant will be able to take up duty in early 1983.

Closing date: 24 September 1982.

Conditions of appointment; Salary will be in accordance with qualifications and experience within the range: Reader $A30171 p.a.; Senior Lecturer $A25127–$A27553 p.a.; Current salary rates: $A1 = $US0.96.

Appointment, unless otherwise stated, will be: Reader for a period of 5 years in the first instance with the possibility of reappointment after review, to retiring age.

Superannuation and allowances are paid. Superannuation benefits are available for appointees who are eligible to contribute. Assistance with finding accommodation in Canberra is provided for an appointee from outside Canberra. The University reserves the right not to make an appointment or to make an appointment by invitation at any time.

Prospective applicants should write to the Registrar of the University, P.O. Box 4, Canberra, A.C.T. 2600, Australia, quoting the relevant Faculty and position title. Applications close on 17 September 1982.

AUSTRALIA
THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

NATIONAL INSTITUTE OF LABOUR STUDIES

RESEARCH FELLOW

Applications are invited from suitably qualified persons for the position of Research Fellow in the National Institute of Labour Studies.

The appointee will be expected to undertake research in one of the areas of principal research interest of the Institute and to undertake such other research, advisory and consulting activities in the interests of the Institute as the Director may determine. The principal research interests of the Institute are wages and fringe benefits, employment and unemployment, and industrial relations and worker satisfaction.

The successful applicant would normally be expected to hold a higher degree and have relevant research experience. The appointment is available, in the first instance, for a period of two years. Intending enquiries may be invited to visit the Institute for discussions with the Director of the Institute. Preference will be given to applicants in this discipline to the Australian Mr S. Gruen.

Salary Scale: $A18,068 – $A27,536.

Further information concerning the position, the University and the details required of applicants may be obtained from The Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

Applications, should be lodged in duplicate, with The Registrar, The Flinders University of South Australia, Bedford Park, South Australia 5042, by 17 September 1982. H1

NEW GUINEA
THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

DEPARTMENT OF CHEMICAL TECHNOLOGY

LECTURERS (2)

Applicants are invited for the following positions:
1. LECTURER IN APPLIED CHEMISTRY (ANALYTICAL CHEMISTRY)
2. LECTURER IN CHEMISTRY

Applicants should preferably have appropriate higher degrees and/or research experience in their fields of specialization and teaching. Teaching experience is desirable.

LECTURER IN NUTRITION

Applicants should have the appropriate background and experience to teach nutrition to Food Technology students. A demonstrated interest in the nutritional problems of developing countries is most desirable.

Additional duties which should be able to undertake in either area of the Department's teaching activities

The Department conducts degree courses in Food Technology, Mineral Technology and Applied Chemistry to three degree courses and three diploma courses in Chemistry and Basic Biology.

Salary: Lecturer I – K14,849 per annum to K16,850 per annum (K1 = $1.0218 approximately)

Initial contract period is for 3 years. Other benefits include: gratuity of 24% based on basic salary, subsidized rental housing, assistance for staff members and family settling-in and out allowances, study leave, subsidized fares for children's education fares and assistance towards the cost of housing, setup, termination and medical benefits are available.

Detailed applications (two copies) with curriculum vitae, together with the names and addresses of three referees, should be received by The Registrar, Papua New Guinea University of Technology, PO Box 793, Lae, Papua New Guinea, by 10 September 1982. Applicants resident in the United Kingdom should also send one copy to the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF. H1

AUSTRALIA
THE AUSTRALIAN NATIONAL UNIVERSITY

FACULTY OF LAW

LECTURER

The successful applicant for this position must be prepared to teach Jurisprudence and desirable be able to take up duties for the commencement of the academic year. The principal duties of the appointee will be teaching and research in the appointee's field of specialization.

Salary will be in accordance with qualifications and experience, within the range: Lecturer $A20963 – $A27553 p.a., Current salary rates: $A1 = $US0.96 = UK£0.56. Appointment will be at the lecturer level only if the candidate is of sufficient merit. A reader will be required to lead the Department from time to time, and possibly Dean of the Faculty.

It is hoped that the successful applicant will be able to take up duty in early 1983.

Closing date: 24 September 1982.

Conditions of appointment; Salary will be in accordance with qualifications and experience within the range: Reader $A30171 p.a.; Senior Lecturer $A25127–$A27553 p.a.;

Universities continued

MILTON KEYNES
THE OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCES

LECTURER IN PSYCHOLOGY

Salary £6,375 – £13,505

Applications are invited for the post of Lecturer in Psychology in the Faculty of Social Sciences. Applicants will be specialised who have research interests which fall within the general area of cognitive psychology and/or social psychology. The person appointed will be expected to contribute to psychology courses and to interdisciplinary courses, and should have wide teaching and research experience.

Applications and further particulars available from Miss E. Sharkey on 0527 33, Faculty of Social Sciences, The Open University, Walton Hall, Milton Keynes, MK7 6AA, or telephone Milton Keynes (0908) 653393, then is also a 24 hour answering service on 653868. Closing date for applications: 3rd September 1982. H1

MILTON KEYNES
THE OPEN UNIVERSITY

FACULTY OF ARTS

CHAIR IN EUROPEAN HUMANITIES STUDIES

The University wishes to initiate European Studies courses within the Arts faculty, preferably in collaboration with other institutions, particularly European ones. As well as providing academic leadership in this new area, the successful candidate would be expected to foster such collaboration. For this interdisciplinary post, preference may be given to candidates qualified in one or more of: Comparative Literature, the Fine Arts, History of Ideas, Modern History.

The appointment will be for seven years in the first instance.

Salary will be within the normal UGC approved Professorial range plus £25 London allowance.

Further particulars may be obtained from the Secretary, Walton Hall, Milton Keynes, MK7 6AA, or telephone Milton Keynes (0908) 653393, then is also a 24 hour answering service on 653868. Closing date for applications: 3rd September 1982. H1

ZIMBABWE
UNIVERSITY OF

Applications are invited for the following posts:

LECTURER/SENIOR LECTURER: DEPARTMENT OF RELIGIOUS STUDIES & PHILOSOPHY

(available 1st January 1983. Appointment for one year only)

Applicants should have a PhD and a specialization in either Moral Philosophy, Marxism or African Philosophy.

LECTURER/SENIOR LECTURER: DEPARTMENT OF PSYCHIATRY

(available immediately)

Applicants should be medically qualified and have a postgraduate qualification in psychiatry and be registrable with the Medical Council of Zimbabwe as a Specialist Psychiatrist. Duties will include teaching at both undergraduate and postgraduate levels (previous experience would be an advantage), a service commitment at both Central and District hospitals, and research. Previous publications or other indication of expertise in research would be an advantage.

Salary scales:
Non-medical
Assistant Lecturer Z$11,664 – Z$16,416 p.a.
Lecturer Grade II Z$14,688 – Z$19,968 p.a.
Lecturer Grade I Z$13,980 – Z$17,988 p.a.
Senior Lecturer Z$15,000 – Z$20,004 p.a.

Medical
Assistant Lecturer Z$11,664 – Z$16,416 p.a.
Lecturer Grade II Z$14,688 – Z$19,968 p.a.
Lecturer Grade I Z$13,980 – Z$17,988 p.a.
Senior Lecturer Z$15,000 – Z$20,004 p.a.

Appointment on above scales according to qualifications and experience.

Applications (6 copies) should be submitted as soon as possible and not later than 30th September 1982 to the Secretary, Public Service Commission, Private Bag 7708, Causeway, Salisbury, Zimbabwe, from whom further particulars may be obtained. Applicants should state full name, date of birth, qualifications, employment and experience, present salary, date of availability, telephone number and names and addresses of three referees, should be addressed to the Director, Appointments and Personnel, University of Zimbabwe, below PO Box MP 167, Mount Pleasant, Harare, Zimbabwe. A further copy should also be sent to the Association of Commonwealth Universities, Appointments Office, 36 Gordon Square, London WC1H 0PF, from whom further particulars are available. Closing date for receipt of applications is 30 September 1982. H1

TRINIDAD
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of PROFESSOR OF ACCOUNTING AND HEAD OF DEPARTMENT OF MANAGEMENT STUDIES. The successful applicant will be expected:

i) to lecture in courses in Financial Accounting and Management Accounting at the Dip. Diploma and MSc. levels;

ii) assume leadership in design of courses curriculum and recommend appropriate reference and reading materials;

iii) conduct research in Management with reference to the Caribbean area.

Salary scales (under review): US$24,416-US$26,356 per annum (Trinidad & Tobago $1 = US$0.50). Commencing salary will be fixed according to qualifications and experience. Gratuity at 25% of salary. Passages for appointee, spouse and children on appointment and termination of service (2 copies) should be sent as soon as possible to the Secretary, University of the West Indies, St Augustine, Trinidad. Applicants resident in the UK should also send a copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0BT quoting reference D/172/82. Further details and application forms are available from either address. H1

NEW ZEALAND
UNIVERSITY OF OTAGO
DUNEDIN

LECTURER OR SENIOR LECTURER IN QUANTITATIVE METHODS

OR IN INFORMATION SYSTEMS WITH A QUANTITATIVE ORIENTATION

Applications are invited for the position of Lecturer or Senior Lecturer in the above area in the Department of Quantitative and Computer Studies (QCS) of the Faculty of Commerce. The Department has a strong information systems emphasis and is separate from the Department of Computer Science which is housed in the Faculty of Science. As such, Quantitative and Computer Studies teaching is based on ACM Information Systems Curricula Committee recommendations and has a strong practical and business emphasis. The appointee will be required to teach in the area of Quantitative Methods and Decision Support Systems at both the undergraduate and MBA levels. Opportunities exist for consulting work.

The post is suitable for a graduate in Information Systems, Management Science, Quantitative Analysis or an allied field. Practical experience is a requirement of this appointment.

Salary: Lecturer – NZ$21,350 – $25,584 per annum; Senior Lecturer – NZ$27,068 – $34,387 per annum, with a 4-tier bar to $30,727.

Further particulars are available from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University of Otago, New Zealand. Applications close on 15 October 1982. H1

TRINIDAD
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of PROFESSOR OF ACCOUNTING AND HEAD OF DEPARTMENT OF MANAGEMENT STUDIES. The successful applicant will be expected:

i) to lecture in courses in Financial Accounting and Management Accounting at the Dip. Diploma and MSc. levels;

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LONDON
KING'S COLLEGE
(University of London)

DEPARTMENT OF ROMANCE AND LATIN AMERICAN STUDIES

LECTURER

Applications are invited for the above post, tenable from January 1983 or by arrangement.

The person appointed will be mainly responsible for the teaching of Brazilian literature but will also be expected to undertake some teaching of the Portuguese language and Brazilian Literature.

Salary in the range £6,372 – £10,095 per annum (under review) plus £1035 per annum London Allowance according to age and experience.

Application forms in triplicate and further particulars are available from the Assistant Registrar, King's College London, Strand, London, WC2R 2LS. These should be returned to him with any additional information to arrive not later than September 1982. Please quote reference 1/1/82 H1

BRISTOL
UNIVERSITY OF

LECTURER IN COMPUTING SCIENCE

Applications are invited for a lectureship in Computing Science tenable in the Department of Mathematics, commencing 1st January 1983 or as soon as possible thereafter. Further particulars may be obtained from the Registrar, 8-10 Berkeley Square, Bristol BS8 1HH to whom applications should be sent by 17th September 1982. Please quote reference 8.82 H1

For Sale and Wanted

WANTED URGENTLY
ANY OF THE FOLLOWING BOOKS. TOP PRICES PAID:

The Composition of The Homeric Odyssey by W. J. Woodhouse.
The Homeric Odyssey by D. Page.
Aristophanes and The Comic Hero by C. H. Whitman.
Studies in Later Greek Comedy, by E. B. L. Webster, Sec Ed 1970.
Representative Government in Greek and Roman History (Bather Classical Lectures 26 Berkley 1955). J. A. O. Larsen.
Contact Larry Writer 01-353 1040. H24

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Polytechnics

LECTURER II/ SENIOR LECTURER IN PRODUCTION ENGINEERING

(MATERIAL PROCESSING AND FABRICATION)

(£6855-£12816)

To undertake teaching in production processes such as casting, welding, forging, metal forming and other general aspects of material processing to a wide range of technician and undergraduate courses. Interests in pursuing research and previous teaching experience would be a particular advantage.

Further details and form of application from the Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Forms to be returned as soon as possible.

TRENT POLYTECHNIC NOTTINGHAM

PAISLEY COLLEGE
A Scottish Central Institution

LECTURESHIP IN ELECTRICAL ENGINEERING

Owing to continued growth, applications are invited for a Lectureship in the Department of Electrical and Electronic Engineering. Applicants should possess a good honours degree and have relevant industrial research and/or teaching experience. The successful candidate will be expected to teach to honours degree level and to contribute to research and consultancy activities. Expertise in Power Systems would be of particular interest.

The starting salary will be within the range £7956 to £12561 (Lecturer 'A' Scale) and will reflect the successful applicant's age and experience.

Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (tele no 041 887 1241 ext. 250) to whom completed forms should be sent within 14 days of the appearance of this advertisement.

MANCHESTER
UMIST

DEPARTMENT OF EDUCATION

Ref: CDM/SCI Applications are invited for a Research Assistantship to be concerned with the development and trialling of a set of computer-based learning materials for the purpose. The work will involve liaison with teachers in schools and the normal processing of data. Applicants must have a degree in computing and preferably also in Commonsense and mainly in science and in the implementation of computer based learning materials for use in the classroom.

Salary will be on the scale £4,150 – £5,065 per annum.

Letters of application, quoting the above reference should be addressed to the Registrar, PO Box 88, Manchester M60 1QD to arrive not later than 31st August 1982. Informal enquiries may be made to Dr. C. D. Morrison on 061-236 3311 ext. 2110 for further details. H10

DURHAM
UNIVERSITY

Department of Applied Physics and Electronics

Applications are invited for a POSTDOCTORAL RESEARCH ASSISTANTSHIP tenable for three years from October 1982 in the Theory of Auger recombination in semiconductors and quantum well structures under the direction of Professor B. Ridley. Experience of Auger and many body theory would be an advantage.

Initial salary in the scale £6,372 – £10,095 per annum. Applications (6 copies) should be sent to the Registrar, Old Shire Hall, Durham DH1 3HP, from whom further particulars may be obtained. H10

NEWCASTLE UPON TYNE

NORTHERN REGIONAL MANAGEMENT CENTRE

PRINCIPAL LECTURER: MANAGEMENT DEVELOPMENT

(TEMPORARY 2 YEAR APPOINTMENT)

A vacancy exists for a Principal Lecturer to take charge of experimental and new ventures in the application of participative techniques in the field of Management Development. The person appointed will lead a small group of staff in recruiting for and operating open-learning programmes, guiding students and developing methods and materials.

The appointment will be for a period of two years in the first instance.

Applicants should have experience of management in industry or commerce and hold appropriate qualifications. Experience in management education and particularly of open-learning methods would be an advantage.

Burnham FE PL: £11931 – £15200 (bar) – £15018 per annum.

For further details and application form, returnable by 3 September 1982, please call our 24 hour telephone answering service (0632 3831266) or send a stamped addressed envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST. H3

Research and Studentships

THE OPEN UNIVERSITY
FACULTY OF SCIENCE

RESEARCH ASSISTANT IN CHEMISTRY

A three-year Research Assistant post is available in the Chemistry Discipline of the Open University, to work with Dr. A. R. Bassindale and Dr. P. G. Taylor on synthetic and mechanistic aspect of the Peterson carbonyl olefination reaction.

Applicants should hold a good honours degree in Chemistry, or its equivalent, and have an interest in mechanistic organic chemistry. The successful candidate will be encouraged to register for an Open University PhD degree.

This post will be available from 1st October, 1982 for three years only. Salary will be on the Research and Analogous salary scale £5285–£7700 per annum.

Further particulars and application forms are available from the Assistant Secretary (Science) (4458/Z), The Open University, Walton Hall, Milton Keynes MK7 6AA or telephone Milton Keynes (0908) 653481; there is a 24 hour answering service on 653868.

Closing date for applications: 10th September, 1982

HUDDERSFIELD POLYTECHNIC

RESEARCH ASSISTANTS

Applications are invited from graduates with good honours degrees or persons with equivalent qualifications and experience, to undertake research projects in the following subject area:

Architecture, Business Policy, Chemistry, Computer Studies, Education, Mechanical Engineering Design, Passenger Transport, Textile Design.

Successful applicants may be able to register for a higher degree with the Council for National Academic Awards.

Salary: Researcher 'A' Scale 24,680–25,130.

Fixed term contracts – 3 years.

For further details please contact the Dean of Research's Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH. Tel: (0484) 22288, ext. 2054.

Fellowships

DURHAM
UNIVERSITY OF

THE ALAN BLAYDON RESEARCH FELLOWSHIP

The British Deaf Association (BDA) has established a Research Fellowship at the University of Durham. The Fellowship, a memorial to the BDA's late Secretary/Treasurer will be awarded to a person normally resident in Britain and who was born profoundly or severely deaf or became so in early childhood. Candidates must be fluent in Sign Language.

The research will concern a study of the deaf community, deaf culture, education of deaf children or services for deaf people whose preferred means of communication is sign language.

Salary will be on the scale £5,685 – £10,575 per annum, plus superannuation, according to age, qualifications and experience.

Candidates are asked to supply a detailed curriculum vitae, a brief description of their proposed project and the names of two referees who have read the proposal.

Applications (3 copies) should be submitted not later than 10th September 1982 to the Registrar and Secretary, Old Shire Hall, Durham DH1 3HP, from whom further particulars may be obtained. H2

Miscellaneous

Department of Education and Science (DES)
Further Education Curriculum Review and Development Unit (FEU)

As part of its PICKUP (Professional, Industrial and Commercial Up-dating) programme the DES, in collaboration with the FEU, wishes to appoint:

3 Regional Development Agents

To promote and encourage regionally the development of post-experience vocational education by Universities, Polytechnics and Colleges for those in mid-career. Such provision includes courses of many types, often of short duration, at all levels and across the whole range of employment. Applicants should preferably have experience of both industry and/or commerce, and higher and further education, ideally including mid-career vocational education. The abilities to work independently, to establish close links with a variety of individuals, organisations and institutions, and to communicate effectively – orally and in writing – are essential.

The posts will be attached to and managed from the FEU in London, and will cover the following areas:

I. South Central England (from November 1982)
II. North-West England (from December 1982)
III. West Midlands (from December 1982)

Considerable travel will be necessary and applicants must have a current full driving licence.

Salary range £11,912–£15,948. The appointments will be for a period of three years, and secondment from present posts will be acceptable.

Detailed information and application forms are available from the Department of Education and Science, Room 7/1, Elizabeth House, 39 York Road, London SE1 7PH (telephone 01-928 9222, ext. 3564). Completed application forms must be returned by Friday 17 September, 1982. It is expected that interviews for all three posts will be held in London in early October.

PICKUP

Colleges of Art

SURREY
COUNTY COUNCIL

WEST SURREY COLLEGE OF ART AND DESIGN

PART-TIME LECTURER

From 20th September 1982, to assist in the teaching of Graphic Design as part of the one year Diploma Foundation Course in Art & Design.

Please apply promptly by letter, indicating training and experience in design practice and teaching, to Administrative Officer, West Surrey College of Art and Design, Farnham, Surrey GU9 7DS. H2

Colleges of Higher Education

AVON
CONNAUGHT COLLEGE

Wishes to appoint

3 LAW GRADUATES

To teach to degree level in this independent college specialising in law.

Newly graduated persons with good honours considered.

Further details from the Principal, Connaught College, Worcester Buildings, Bath, Avon. Tel: (0225) 63499. Closing date 27 August 1982. H8

Personal

IMMEDIATE ADVANCES £100 to £50,000. Written terms on request. Regional Trust Ltd., 91 Dover Street, Piccadilly, London W1A 4BX. Phone 01-491 3854 or 499 5416. H2

Librarians

THE POLYTECHNIC OF WALES
POLITECHNIG CYMRU

SYSTEMS LIBRARIAN SO2

Salary: £9,891–£8,526
(pending review)

Applications are invited from graduate qualified librarians with experience in systems work or alternatively, applicants qualified in systems work and interested in library applications. In either case the successful candidate will be expected to bring to the post an understanding of the technical problems of both computer applications and library systems.

ASSISTANT LIBRARIAN (POLITICAL SCIENCE AND LAW) AP3/4/5

Salary: £6,462–£7,875
(pending review)

Applications are invited from qualified librarians also holding a relevant degree for the post of Assistant Librarian (Political Science and Law) in the Polytechnic Library.

Further particulars and application forms for the above posts can be obtained from:
The Personnel Officer,
The Polytechnic of Wales,
TREFOREST,
Mid Glamorgan. CF37 1DL.
Tel: (0443) 405133 ext. 2021.
Closing date: 10th September 1982.

The Polytechnic of Wales

CAMBRIDGE UNIVERSITY LIBRARY

SQUIRE LAW LIBRARIAN

Experienced graduate librarian required as soon as possible, to be responsible for the Squire Law Library and for the law collections of the University Library. Applicants should have a good honours degree, preferably in law. Research and/or library qualifications would be an additional advantage. Stipend on the Under-Librarian scale: £9,335 to £13,735 (under review).

Further particulars from the University Librarian, Cambridge University Library, West Road, Cambridge CB3 9DR, to whom applications should be sent by 17 September.

Holidays and Accommodation

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For holiday of a lifetime. From exotic empires, unrivalled beaches of Goa and Keralam to the mountain of Himachal on the lakes of Kashmir to our Hindiexpress, Taj Mahal – monument of eternal love, Jaipur pink city of Princes, Golconda Fortress, Luxury hotels. We also do a grand railway tour of India. For details write to:

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50 OLD STREET, LONDON EC1
TELEPHONE 01-250 3267

Administration

Southampton THE UNIVERSITY

Applications are invited from University Graduates and others with equivalent qualifications for the post of:

ADMINISTRATIVE ASSISTANT

in the Administrative Secretary's Department. Experience in University administration would be an advantage but is not essential.

Salary at an appropriate point on the Administrative Grade (A Scale (£5,550–£11,109).

Further particulars may be obtained from D. A. S. Copland, The University, Southampton SO9 5NH, to whom applications (7 copies) should be sent not later than 13 September giving a brief curriculum vitae and the names of three referees, and quoting reference 52/20/HE3.

OXFORD
UNIVERSITY OF

ADMINISTRATIVE OFFICER

Applications are invited from graduates for two posts of Administrative Officer with duties initially in the Medical School Office and in central administration of the University respectively. Salary on administrative scale (A £6,555 – £10,575 p.a.) under review; the starting point depending on age and experience.

Further particulars may be obtained from Mr. F. W. Jones, Assistant Registrar, University Offices, Wellington Square, Oxford OX1 2JD, to whom applications should be sent by the Registrar of the University not later than 3 September 1982. H11

Overseas

NATIONAL UNIVERSITY OF SINGAPORE

DEPARTMENT OF BUSINESS ADMINISTRATION

Applications are invited for teaching appointments ranging from Lecturerships to Associate Professorships from candidates with a PhD degree or equivalent.

Preference will be given to candidates who are able to teach in two or more of the following areas:

Industrial and Managerial Economics
Corporate Finance and Financial Markets
Monetary Economics and Public Finance
Personal Finance and Taxation
Small Business Management
Management Information and Control Systems
Financial Accounting
Business Mathematics and Computing

Gross annual emoluments range as follows:

Lecturer: S$26,850–55,250
Senior Lecturer: S$50,050–78,650
Associate Professor: S$68,900–94,900
(STG£1 = S$3.73 approximately)

The commencing salary depends on the level of appointment and the candidate's qualifications and experience. (A new appointee who has just obtained his PhD degree will normally be provided a commencing salary of S$42,250 p.a.)

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of S$690/- p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include: a settling-in-allowance of S$1,000 or S$2,000, subsidized housing at rentals ranging from S$100 to S$216 p.m., education allowance in respect of children's education subject to a maximum of S$12,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. There are at present 62 academic staff in the Department of whom approximately half are Singaporeans. Academic information on the Department's research activities may be obtained from the Head of the Department.

Application forms and information on terms of appointment may be obtained from:

Mr R. E. Sharma
Director – Personnel
NUS Overseas Office
5 Chesham Street
London SW1
United Kingdom
Tel: (01) 235-4562

Director of Personnel
National University of Singapore
Kent Ridge
Singapore 0511
REPUBLIC OF SINGAPORE

Council for National Academic Awards

ADMINISTRATIVE ASSISTANT
(Temporary Appointment)

Applications are invited for the temporary post of Administrative Assistant to work in the central servicing area of the Council's work. The duties will be varied, but will include information handling and research, statistical and committee work, preparation of papers, and general administrative support for senior staff.

The post is offered on a fixed term contractual basis from 1 October 1982 to 31 December 1983 and is available whilst current member of staff are absent on study leave.

Applicants should preferably be graduates with some experience of work in Higher Education, but other appropriate qualifications and experience will be considered.

Salary scale: £7689 – £11,007 p.a.

EXECUTIVE OFFICER

Applications are invited for the post of Executive Officer to work in the Registrations and Conferments Unit.

Applicants should preferably have experience of administrative work in an educational or other public institution and experience of supervising staff. Experience with computer-based information systems, though not essential, would be an advantage.

Applicants should either be graduates or possess two 'A' level subjects of an OND/BEC qualification.

Salary scale: £6680 – £7341 p.a. (under review).

Further details and application forms for both posts may be obtained from:
Assistant Secretary (Personnel), CNAA,
344/354 Gray's Inn Road, London, WC1X 8BP.
Tel: 01-278 4411.
to whom completed applications and the names and addresses of two referees should be submitted by 3 September 1982.

Council for National Academic Awards

DOCUMENTATION AND RECORDS OFFICER

Applications are invited for this new post within the Council's Statistics and Information Unit.

The post holder will be required to amend or devise and subsequently manage document filing and retrieval systems (paper, microfilm and electronic). This will entail continuous appraisal of the total needs in the above area and the installation and management of approved systems. In particular, the Council is developing large scale word processing and indexing functions through its computer installation, and the post holder will be heavily involved in developing new document-management techniques for these systems.

Applicants must possess both professional and supervisory skills coupled with a good working knowledge of electronic, manual and microform document filing and retrieval systems. A good standard of education, preferably a graduate, is required. Some keyboard dexterity and experience of computerised systems preferred.

The salary on appointments will be within the scale £7689 – £11,007 p.a.

Further details may be obtained from:
Assistant Secretary (Personnel)
CNAA
344/354 Gray's Inn Road
London, WC1X 8BP

Tel: 01-278 4411

Closing date for receipt of applications: 3 September 1982.

UNITED STATES

USA college history professor seeking British counterpart for Fulbright Teacher Exchange 1983–4. Latin American, European or U.S. history. Close to Washington D.C. suburbs. Comfortable home near campus.

Write Professor Wall, Northern Virginia Community College, Annandale, Virginia 22003, USA. H12

PLEASE SEE PAGE 5 FOR FURTHER OVERSEAS APPOINTMENTS

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Universities continued

MILTON KEYNES
THE OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCES

LECTURER IN PSYCHOLOGY

Salary £6,375 – £13,505

Applications are invited for the post of Lecturer in Psychology in the Faculty of Social Sciences. Applicants will be considered who have research interests within or which fall within the general area of cognitive psychology and/or social psychology. The person appointed will be expected to contribute to psychology courses and to interdisciplinary courses, and should have relevant teaching and research experience.

Applications and further particulars are available from Mrs E. Bradley (4451 53, Faculty of Social Sciences, The Open University, Walton Hall, Milton Keynes, MK7 6AA (or telephone Milton Keynes (0908) 653593; there is also a 24 hour answering service on 653868). Closing date for applications: 3rd September 1982. H1

MILTON KEYNES
THE OPEN UNIVERSITY

FACULTY OF ARTS

CHAIR IN EUROPEAN HUMANITIES STUDIES

The University wishes to initiate new European Studies courses within the Arts Faculty preferably in collaboration with other institutions, particularly in European ones. As well as providing academic leadership in this new area, the successful candidate would be expected to foster such collaboration. For this interdisciplinary post, preference may be given to candidates qualified in one or more of: Comparative Literature, the Fine Arts, History of Ideas, Modern History.

The appointment will be for seven years in the first instance.

Salary will be within the national UGC approved Professorial range plus USS benefits.

Further particulars may be obtained from the Secretary, (4446/D), The Open University, Walton Hall, Milton Keynes MK7 6AA. Telephone Milton Keynes (0908) 653716; there is a 24 hour answering service on 653868.

Closing date for applications: 28th October 1982. H1

ZIMBABWE
UNIVERSITY OF

Applications are invited for the following posts:

LECTURER/SENIOR LECTURER: DEPARTMENT OF RELIGIOUS STUDIES & PHILOSOPHY

(available 1st January 1983. Appointment for one year only)

Applicants should have a PhD and a specialisation in either Moral Philosophy or African Philosophy.

LECTURER/SENIOR LECTURER: DEPARTMENT OF PSYCHOLOGY

(available immediately)

Applicants should be medically qualified and have a postgraduate qualification in psychiatry and be registerable with the Medical Council of Zimbabwe as Specialist Psychiatrist. Duties will include teaching of both undergraduate and postgraduate levels (previous experience would be an advantage), a service commitment at both Central and Provincial hospitals, and research. Previous publications or other indication of expertise in research would be an advantage.

Salary scales:
Non-medical:
Lecturer Grade II Z$8,016 × 516 – 9,564 × 558 – 13,428
Lecturer Grade I Z$13,980 × 396 – 15,564
Senior Lecturer Z$15,000 × 480 – 18,840.
Medical
Assistant Lecturer Z$11,664 × 438 – 13,392
Lecturer Grade II Z$14,688 × 468 – 16,656 × 558 – 19,008 × 480 – 21,888
Lecturer Grade I Z$20,100 × 600 – 22,500 × 501 – 23,004.

Appointment on above scales according to qualifications and experience.

Conditions of service: Both permanent and short-term contracts are offered. Persons who are not Zimbabwe citizens may be appointed only on a short-term contract basis with an initial contract period of two years.

Applications (six copies), giving full personal particulars (including full names, place and date of birth, etc.), qualifications, employment and academic, present salary, date of availability, telephone number and names and addresses of three referees, should be addressed to the Director, Appointments and Personnel, University of Zimbabwe, PO Box 167, Mount Pleasant, Harare, Zimbabwe, quoting vacancy should also be sent to the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University, PO Box 56, Dunedin, New Zealand. Applications close on 15 October 1982. H1

NEW ZEALAND
UNIVERSITY OF OTAGO
DUNEDIN

LECTURER OR SENIOR LECTURER IN QUANTITATIVE METHODS

OR IN INFORMATION SYSTEMS WITH QUANTITATIVE ORIENTATION

Applications are invited for the position of Lecturer or Senior Lecturer in the above area in the Department of Quantitative and Computer Studies (QCS) of the Faculty of Commerce. The Department has a strong Information Systems emphasis and is separate from the Department of Computer Science which is located in the Faculty of Science. As such, Quantitative and Computer Studies teaching is based on a Management Information Systems Curriculum recommendations and has a strong practical and business emphasis. The appointee will be required to teach in the area of Quantitative Methods and Decision Support Systems at both the undergraduate and MBA levels. Consulting activities exist for consulting work.

The post is suitable for a graduate in Information Systems, Management Science, Quantitative Analysis or an allied field. Practical experience is a requirement of this appointment.

Salary: Lecturer NZ$24,560 – $30,684 (equiv. senior lecturer) NZ$31,080 – $34,387 per annum with a bar at $30,127.

Further particulars are available from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University, PO Box 56, Dunedin, New Zealand. Applications close on 15 October 1982. H1

TRINIDAD
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of PROFESSOR OF ACCOUNTING IN THE DEPARTMENT OF MANAGEMENT STUDIES. The successful applicant will be expected:

i) to lecture in courses in Financial Accounting and Management Accounting at the BSc. Diploma and MSc. levels;
ii) to assume leadership in design of course curriculum and recommended appropriate reference and reading materials;
iii) to conduct research in Management with reference to the Caribbean area.

Salary scales (under review): TT$34,134 – 41,556 per annum (approx. £1 sterling = TT$4.2048).

FSSU. Unfurnished accommodation or housing allowance. Family passages. Study and Travel Grant. Application forms (2 copies), should be sent as soon as possible to the Secretary, University of the West Indies, St Augustine, Trinidad. Applicants resident in the UK should also send 1 copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0HT quoting reference U173/82. Further details and application forms are available from either address. H1

TRINIDAD
UNIVERSITY OF THE WEST INDIES

Applications are invited from suitably qualified candidates for the post of LECTURER IN THE DEPARTMENT OF MANAGEMENT STUDIES. The successful applicant will be expected:

i) to lecture in courses in Financial Accounting and Management Accounting at the BSc. Diploma and MSc. levels;
ii) to assume leadership in design of course curriculum and recommended appropriate reference and reading materials;
iii) to conduct research in Management with reference to the Caribbean area.

Salary scales (under review): TT$34,134 – 41,556 per annum (approx. £1 sterling = TT$4.2048).

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LONDON
KING'S COLLEGE
(University of London)

DEPARTMENT OF PSYCHOLOGICAL MEDICINE

LECTURER

Applications are invited for the above post, suitable for someone with a PhD or by arrangement.

The person appointed will be required to teach undergraduate Psychiatry to Medical Students. There will also be opportunities to contribute to the Postgraduate Course, and to undertake research.

Salary on the range £6,375 to £13,505 per annum according to qualifications and experience. Superannuation scheme.

Application forms and further particulars are available from the Secretary, Department of Psychological Medicine, Institute of Psychiatry, De Crespigny Park, Denmark Hill, London SE5 8AF (telephone 01-703 5411, ext. 2202). Applications should be returned to the Secretary as soon as possible. Please quote reference number. H1

BRISTOL
UNIVERSITY OF

FACULTY OF SCIENCE

Applications are invited for a lectureship in Computer Science. Applicants should have a first degree in Computer Science or Mathematics and preferably a higher degree or equivalent experience. Salary on the scale £5,130 to £10,965 per annum (under review) according to qualifications and experience. Superannuation scheme. Application forms and further particulars may be obtained from the Secretary, Faculty of Science, 5 Tyndall Avenue, Bristol BS8 1TH (telephone 0272 24161 ext. 2345). Please quote reference number in all correspondence. Closing date for receipt of applications 10th September 1982. H1

Polytechnics

LECTURER II/ SENIOR LECTURER IN PRODUCTION ENGINEERING

(MATERIAL PROCESSING AND FABRICATION)

(£6855–£12816)

To undertake teaching in production processes such as casting, welding, forging, metal forming and other general aspects of material processing to a wide range of technician and undergraduate courses. Interests in pursuing research and previous teaching experience would be a particular advantage.

Further details and form of application from the Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Forms to be returned as soon as possible.

TRENT POLYTECHNIC NOTTINGHAM

PAISLEY COLLEGE
A Scottish Central Institution

LECTURESHIP IN ELECTRICAL ENGINEERING

Owing to continued growth, applications are invited for a Lectureship in the Department of Electrical and Electronic Engineering. Applicants should possess as a good honours degree and have relevant industrial/research and/or teaching experience. The successful candidate will be expected to teach to honours degree level and to contribute to research and consultancy activities. Expertise in Power Systems would be of particular interest.

The starting salary will be within the range £7956 to £12561 (Lecturer 'A' Scale) and will reflect the successful applicant's age and experience.

Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (tele no 041 887 1241 ext. 230) to whom completed forms should be sent within 14 days of the appearance of this advertisement.

For Sale and Wanted

WANTED URGENTLY
ANY OF THE FOLLOWING BOOKS. TOP PRICES PAID:

The Composition of The Homeric Odyssey by W. J. Woodhouse.
The Homeric Odyssey by D. Page.
Aristophanes and The Comic Hero by C. H. Whitman.
Studies in Later Greek Comedy. by A. L. Webster. Second Ed 1970.
Representative Government in Greek and Roman History (Sather Classical Lectures 26 Berkley 1955). J. A. O. Larsen.
Contact Larry Writer 01-332 1040. H34

THE TIMES
THE PERFECT PRESENT

The very issue published on the date of birth. 1900–1960 originals in good condition. Buy two get free issue, from 19th-century files 01-385 6441 now. H34

Research and Studentships

THE OPEN UNIVERSITY
FACULTY OF SCIENCE

RESEARCH ASSISTANT IN CHEMISTRY

A three-year Research Assistant post is available in the Chemistry Discipline of the Open University; to work with Dr. A. R. Bassindale and Dr. P. G. Taylor on synthetic and mechanistic aspect of the Peterson carbonyl olefination reaction.

Applicants should hold a good honours degree in Chemistry, or its equivalent, and have an interest in mechanistic organic chemistry. The successful candidate will be encouraged to register for an Open University PhD degree.

This post will be available from 1st October, 1982 for three years only. Salary will be on the Research and Analogous salary scale £6286–£7700 per annum.

Further particulars and application forms are available from the Assistant Secretary (Science) (4456/Z), The Open University, Walton Hall, Milton Keynes MK7 6AA or telephone Milton Keynes (0908) 663481: there is a 24 hour answering service on 653868.

Closing date for applications: 10th September, 1982

HUDDERSFIELD POLYTECHNIC

RESEARCH ASSISTANTS

Applications are invited from graduates with good honours degrees or persons with equivalent qualifications and experience to undertake research projects in the following subject area :

Architecture, Business Policy, Chemistry, Computer Studies, Education, Mechanical Engineering Design, Passenger Transport, Textile Design.

Successful applicants may be able to register for a higher degree with the Council for National Academic Awards.

Salary: Researcher 'A' Scale £4,680–£5,130.

Fixed term contracts – 2 years.

For further details please contact the Dean of Research's Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH. Tel: (0484) 22288, ext. 2054.

MANCHESTER
UMIST

DEPARTMENT OF CHEMISTRY

Ref: COM/81/CJ Applications are invited for the post of Research Assistant to be concerned with the development and maintenance of software for use on a PDP 11/34 for research purposes. The duties will include UNIX system support in addition to the operating systems of the PDP 11/34 and PDP 11/03. Applicants should have a degree in computing and experience in computer programming and maintaining software and hardware, preferably in the UNIX environment, or in the implementation of structured data base management. Chemical data base experience would be an advantage.

Salary will be on the scale £3,820 – £7,335 per annum.

Closing date for application, quoting above reference, should be addressed to the Registrar, Room 1A, UMIST, PO Box 88, Manchester M60 1QD. Closing date 30 August 1982. H10

DURHAM
UNIVERSITY

Department of Applied Physics and Electronics

Applications are invited for a SENIOR RESEARCH ASSISTANTSHIP tenable for three years, from 1 October or as soon thereafter as possible, in the field of laser recombination in semiconductors and epitaxial well heterostructures under the direction of Professor J. Abram. Experience of laser and/or optical body theory would be an advantage.

Initial salary in the range £5,970 – £7,335 on Range 1A plus superannuation. Applications (3 copies) naming three referees should be sent to the Registrary, Science Laboratories, South Road, Durham DH1 3LE by 24 September 1982, from whom further details may be obtained. H10

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For further details and application form returnable by 3 September 1982 please call our 24 hour telephone answering service, 01-633 3811/42, or send a stamped addressed envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST. H3

Fellowships

DURHAM
UNIVERSITY OF

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Salary will be on the scale £5,885 – £10,575 per annum, plus superannuation, according to age, qualifications and experience.

Candidates are asked to supply detailed curriculum vitae, a brief description of their proposed project and the names of two referees who have read the proposal.

Applications (3 copies) should be submitted not later than 10th September, 1982 to the Registrar and Secretary, Old Shire Hall, Durham DH1 3HP, from whom further particulars may be obtained. H2

Miscellaneous

Department of Education and Science (DES)
Further Education Curriculum Review and Development Unit (FEU)

As part of its PICKUP (Professional, Industrial and Commercial Up-dating) programme the DES, in collaboration with the FEU, wishes to appoint:

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The posts will be attached to and managed from the FEU in London, and will cover the following areas:

i. South Central England (from November 1982)
ii. North-West England (from December 1982)
iii. West Midlands (from December 1982)

Considerable travel will be necessary and applicants must have a current full driving licence.

Salary range £11,912–£15,948. The appointments will be for a period of three years, and secondment from present posts will be acceptable.

Detailed information and application forms are available from the Department of Education and Science, Room 7/1, Elizabeth House, 39 York Road, London SE1 7PH (telephone 01-928 9222, ext. 3564). Completed application forms must be returned by Friday 17 September, 1982. It is expected that interviews for all three posts will be held in London in early October.

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(pending review)

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Salary: £5,883–£7,578
(pending review)

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Further particulars and application forms for the above posts can be obtained from:
The Personnel Officer,
The Polytechnic of Wales,
Pontypridd,
Mid Glamorgan: CF37 1DL.
Tel: (0443) 406133 ext. 2021.
Closing date: 10th September 1982.

The Polytechnic of Wales

CAMBRIDGE UNIVERSITY LIBRARY

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Further particulars from the University Librarian, Cambridge University Library, West Road, Cambridge CB3 9DR, to whom applications should be sent by 17 September.

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Further particulars may be obtained from D. A. S. Copland, The University, Southampton SO9 5NH, to whom applications (7 copies) should be sent not later than 13 September giving a brief curriculum vitae and the names of three referees and quoting reference 82/20/THES.

OXFORD
UNIVERSITY OF

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Further particulars may be obtained from Mr. R. E. Jones, Assistant Registrar, University Offices, Wellington Square, Oxford OX1 2JD. Applications should be sent to the Registrar of the University by not later than 31 August 1982. H1

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Gross annual emoluments range as follows:
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Academic information on the Department's research activities may be obtained from the Head of the Department.

Application forms and information on terms of appointment may be obtained from:

Mr R. E. Sharma
Director
NUS Overseas Office
5 Chesham Street
London SW1
United Kingdom
Tel: (01) 235-4562

Director of Personnel
National University of Singapore
Kent Ridge
Singapore 0511
REPUBLIC OF SINGAPORE

Council for National Academic Awards

ADMINISTRATIVE ASSISTANT
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Applications are invited for the temporary post of Administrative Assistant to work in the central servicing area of the Council's work. The duties will be varied, but will include information handling and research, statistical and committee work, preparation of papers, and general administrative support for senior staff.

The post is offered on a fixed term contractual basis from 1 October 1982 to 31 December 1983 and is available whilst current member of staff are absent on study leave.

Applicants should preferably be graduates with some experience of work in Higher Education, but other appropriate qualifications and experience will be considered.

Salary scale: £7689 – £11,007 p.a.

EXECUTIVE OFFICER

Applications are invited for the post of Executive Officer to work in the Registrations and Conferments Unit.

Applicants should preferably have experience of administrative work in an educational or other public institution and experience of supervising staff. Experience with computer-based information systems, though not essential, would be an advantage.

Applicants should either be graduates or possess two 'A' level subjects of an ONC/BEC qualification.

Salary scale: £6866 – £7341 p.a. (under review).

Further details and application forms for both posts may be obtained from:
Assistant Secretary (Personnel), CNAA,
344/354 Gray's Inn Road, London, WC1X 8BP.
Tel: 01-278 4411.

to whom completed applications and the names and addresses of two referees should be submitted by 3 September 1982.

Council for National Academic Awards

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Applications are invited for this new post within the Council's Statistics and Information Unit.

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Applicants must possess both professional and supervisory skills coupled with a good working knowledge of electronic, manual and microform document filing and retrieval systems. A good standard of education, preferably a graduate, is required. Some keyboard dexterity and experience of computerised systems preferred.

The salary on appointments will be within the scale £7689 – £11,007 p.a.

Further details may be obtained from:
Assistant Secretary (Personnel)
CNAA
344/354 Gray's Inn Road
London, WC1X 8BP
Tel: 01-278 4411

Closing date for receipt of applications: 3 September 1982.

UNITED STATES

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PLEASE SEE PAGE 5 FOR FURTHER OVERSEAS APPOINTMENTS

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Don'sdiary

Sunday

The day is spent contemplating (if that's the right word), as I had done on many previous occasions, the UGC decision to inflict major financial cuts. Laurie Taylor's graphic description in *The THES* of the UGC meeting to decide how to make the cuts, keeps flooding through my mind; surely they must have confused us with Hell or Halifax. Today my contemplation is far from idle; tomorrow I start my new job as director of external liaison and let there be no doubt, I expect to have a sleepless night.

Monday

My expectation is fulfilled – it was a sleepless night. Why did I agree to be seconded from my relatively secure world as director of the university careers service, and take on an almost impossible task? But perhaps, after all, it won't be too bad since I am to be *allowed* (required?) to keep on with some of my careers counselling work until our 1982 graduates have been placed.

Much of the day is spent simply thinking: it is quite difficult to do much else on the first day in charge of a new office. There is no mail to answer and no one rings you up because they don't know you are there! Glad there is no mail – since there is no filing system (or even a cabinet) it would be very hard to know where to put it. My new secretary – re-deployed to me since there is a virtual ban on new recruitment – is just slightly tetchy. "Do you have anything for me to do?" "Well, yes . . . how should we set about turning my new personal office shell into a place fit for entertaining a millionaire potential donor or the High Commissioner for Togoland interested in sending students to Hull to learn about lasers and robotics? And could you try to find some petty cash and buy me some reasonable cups and saucers?"

The economies working group is trying to cut down on direct dialling outside telephone lines, but I do manage to persuade God that the new director of external liaison really does need an outside line. Also persuade God's right-hand man, the director of works, that a lick of paint around the new office is desirable but only after signs of a slight epileptic fit when I suggested that I would drop in next weekend, and do it myself, if his resources wouldn't stretch to a can of cut-price Dulux.

Tuesday

Cups, telephone and painter arrive, so I adjourn to the comfort of my old careers office where I know that I can get a good cup of perked coffee and a joke; realize, perhaps for the first time, what it's going to mean leaving the warmth of my old colleagues and the slightly untidy semi-detached, to relocate in the womb of the admin building. I officially pass over the day-to-day running of the careers service to my senior colleague.

Decide on a rough and ready split between external liaising and careers counselling. Two days on the new and three on the old job will have to do for the time being.

Wednesday

At least two senior academic colleagues now know of my appointment. Both rush in to ask how best they might go about getting industrial sponsorship for lectureships they would like to see established. Where do the proposed lectureships fit into the university's long-term academic plan? Must talk with the vice chancellor and get his views; what do I do if another dozen colleagues come along requesting help with sponsored lectureships? ICI might, I suppose, *consider* support for a lectureship in some appropriate field of chemistry, but who will float hard-earned profits for posts in philosophy, history of art, or theology? A phone call from drama – a superb department specifically recommended for closure by the UGC – making a preliminary request about sponsorship of a production of *A Winter's Tale*. Discuss with a friend – a genius in lateral thinking – who suggests an approach to manufacturers of winter sports goods.

Afternoon post brings a morale booster. One of our 1980 graduates, currently "between jobs" (ie unemployed), has just heard of the university's financial plight and sends a cheque for £50; only £999,950 to go before we raise the first million.

Thursday

Today and tomorrow are "careers days". My morning is spent in individual discussions with final year students; most are worried about their lack of success in job hunting and look for confirmation of what they have already decided to do, ie delay further careers chasing until finals are over. The employment market remains difficult but the graduate is so much better capable of facing the difficulties than the unqualified school leaver. I ponder again over government policy towards education, unemployment and my tax bill. The cuts appear to mean that perhaps one in six or seven of qualified school leavers will not be able to obtain places in higher education and will, perhaps, be unemployed. Surely unemployment costs more than the marginal cost of a university place?

Friday

Many of my Australian friends wear TGIF ties and I know why. But this is another busy day in prospect before Saturday's staff cricket match against the Remnants. The internal post carries a circular letter from the vice chancellor inviting all staff to consider voluntary severance or early retirement. Psychologically, Friday seems a good day to send out such letters but a quick flash on the calculator shows that the deal isn't perhaps quite good enough now that the UGC has blocked enhanced schemes; but a chance to try a completely new non university job does have its appeal. See a few more worried finalists and then sit down to plan some group work that I have promised to do with second year students; really need a crystal ball to foresee how the employment scene will look by the time they graduate in 1983. Read a note about a Wedgerave speech which he introduced by talking about Britain's place in the international world and her position as a trading nation. I wonder how this ties up with the decision to impose so-called full-cost fees on overseas students? Remember that I must renew my subscription (by American Express) to the SDP. Sit in on the weekly meeting of the careers staff. Feel a bit "fringe" already, but worthwhile especially since it is Julie's birthday and she produces her traditional chocolate sponge. Glad to stagger home . . .

Saturday

The lawns are demanding attention, my cricket boots could do with a spot of whitening, the dog should see the vet. A couple of taps need new washers. But it's a beautiful sunny day, so sitting in the garden wins; must relax before the big match. Alas, as the scorebook will forever show, we found ourselves batting on a very bad wicket: "Smith bowled Fry 0".

Perhaps its simply that a hard week's work and cricket just don't mix; one or other will have to go.

Terry A. Smith

The author is director of external liaison and careers at Hull University.

Feeling in need of rejuvenation a few weeks ago – and having been given a few tickets – I went to a recording session of the BBC's *David Esser Showcase*. It took place on a Sunday evening in the new Harrogate Conference Centre and was a memorable occasion.

This conference centre looms large and red at the far end of the site fronted by the civic hall, which still has the name *Kursaal* carved in stone over its main entrance. That fruity and jolly building was put up at the height of Harrogate's success as a spa in the years before Great War. During the war the name Kursaal was dropped from the title of the hall when German names became unpopular but not dropped from the actual elevation because that would have cost money and money is something Yorkshiremen are keen to avoid spending.

Which explains why the centre has become famous in the annals of local government. It is famous because of the stupendous spiralling costs of its construction. All building costs have gone mad in the last decade or so, multiplying by something like 10 in 10 years, but my impression is that the Harrogate centre had more than its share of bad luck as far as costs were concerned. It is not a pretty building and contrasts, in its form as well as its materials, with the solid middle class stone temples of health and happiness that dominate the centre of the spa.

The spa proper is a fragment of its former self. Harrogate was essentially a Victorian town which never looked back after the arrival of the railway. Until that period it was two little settlements High Harrogate with a fine inn at one end of the Stray and Low Harrogate which is now the centre of the town. What set it steaming was the discovery of medicinal springs – first the Tewit Well producing some harmless chalybeate water and then the great sulphur springs in the middle of what are now the public gardens.

You can still get a glass of the sulphurous water in the Pump Room and drink it if you have the courage. Its great virtue – and economy – was that you could take it both inside and out. If being submerged in it didn't cure you, a dose of it would clear you out.

What you go to Harrogate for now is a conference. Thousands of people attend conferences there every year, filling the hotels, listening to millions of words, replacing the cold water with hot air. For a long time Harrogate has needed a good conference centre and now it has one – a modern, ingeniously planned, high technology building, in which there is a huge central hall with all modern facilities, other rooms for meetings and discussions and at its heart a capacious bar looking across at the central sweeping stair. As far as I know, it all works extremely well.

The recording of the *David Essex Showcase* required the main hall, filled with nearl 2,000 people, all happy and astonishingly patient.

David Essex seemed a nice man, rather shy at first and not minding when he had to do the same piece time and time again. To stop our interest flagging he changed his jacket every time he came on; sometimes it was a waistcoat, sometimes a kind of uniform; I think he used the same boots throughout and simply changed from an imitation farm labourer to an imitation recruiting officer. And that in a sense is what he was, because the show was a competition between groups to see who would win the most votes and come back again the following week.

Now, what about the actual show? "Turns", explained Essex was his new word for the week; everyone would do a "turn". It was a long drawn out word which sounded as if something morbid was going to happen to their insides. The first "turn" was a group of four girls in short dresses but not, we are told in a whisper along the row, anything like as short as they had turned up in.

They were followed by a young man with round spectacles and hair sticking out at each side of his head like a roof. He took a long time setting up his equipment which was some kind of synthesizer. Despite that it obviously wasn't doing anything at all and was certainly not making the noise that was coming out at great volume. After a while he gave up pretending and the noise carried on.

That was the moment when it all came home. Nothing was being done at all. The whole event was a mime. All the music had been recorded and was being played through huge loudspeakers while the performers pretended to do their turns. Now I knew what a "turn" was.

A couple sang something whose words you couldn't hear but looked all the better for being half hidden by smoke (dry ice) pumped in, going wrong and then being pumped in again. There was a song called *Scared to Death* in which the singer started on a sofa playing with a doll and then walked slowly over to join his group who seemed very happy to see him and in the end won the competition, to everyone's delight. There was a girl lit up all red and swathed in more smoke.

I slipped out to the bar and had a few snorts and took a look at the performers who were relaxing. The monitors near the bar were not showing the performance in the hall. They were showing the World Cup. You could listen to the sounds from the hall and watch the match at the same time. I got back in time to see Essex in another jacket and the end of the show in lots of smoke and flashing lights.

There are few experiences more fascinating than the discovery that everything around you is unreal. Nobody actually sang; it wasn't the band actually playing; the smoke wasn't real; the acts (or turns) were not continuous as they seemed on television. It was all a gigantic and enjoyable hoax. It was wonderful how much everyone enjoyed it, no matter how long it took to set up the simplest scene. And they did what they were told. If they were told to clap they clapped; if they were told to be silent they were silent. And everyone seemed to be so nice. Not only the star, all the performers; they seemed happy and nice – and something else.

Some years ago Edith Sitwell in her old age visited Hollywood for the first time and electrified the journalists who interviewed her afterwards by saying how innocent everyone in Hollywood seemed to be. She would have enjoyed the session in Harrogate. It was a refreshing change from the far from innocent world of academe.

Turning cold water into hot air

Patrick Nuttgens

A clearer sense of mission

Keith Hampson

Dean Paul Ylvisaker has retired. Who's he? For 10 years he has been dean of the Harvard Graduate School of Further Education. I mention the fact not as a proud former graduate of the school but because in the words of Derek Bok, President of Harvard, during Ylvisaker's 10 years "the faculty gradually succeeded in defining a much clearer mission for itself that recognizes the primary importance of our schools".

After 10 years of substantial growth, departments of education in this country are no longer so in favour and in the eyes of some are ripe victims for cuts. Do they need a clearer sense of mission?

One of Ylvisaker's concepts was "partnerships with practitioners". Have we been too theoretical in this country? Have we produced a generation of teachers imbued with ideas which though well meaning were not solidly based on classroom realities? As British education has lurched from one slogan to another there has been little evaluation of the plethora of innovations. By the 1960s it may have been true that there was an unthinking irrationalism in our schools and those of us who went through teacher training in the mid 1960s found highly attractive those ideas – to come to fruition in the Plowden Report – that emphasized the individuality of each child. But we were released into the schools with a lot of untested assumptions. HMIs and particularly local authority advisers, commentators and school architects, all became infected.

But is it the case that children establish better social relationships within a comprehensive school – which was one of the key but still untested claims for the biggest educational change we have made? Is it better for a child's intellectual development that I teach him an "integrated" syllabus of history, social science and geography rather that straight history? Does a child's creativity, as the slogan would have it, really improve as a result of group teaching in a mixed-ability classroom? I am not making a plea for "back to basics" – yet another slogan for which there is no evidence – but suggesting that we need to know a lot more about the effect of innovations in teaching methods on people's ability to learn.

Totally imbued with the spirit of projects and group working, I found that when I tried it in the classroom whatever else it might achieve it was certainly a pretty good time waster, and most of the better children did their own thing anyway, rather than help the rest.

Trends have moved so quickly that research could not keep up, but I also wonder whether we have thought enough about who should be doing such research. Between the inspectorate and the multifarious departments of education it is a hit and miss business. The steady dribble of research monographs over the past 10 years has changed the climate of opinion about most progressive teaching methods. The psychologist in an education department might have a sound theoretical base for believing people should learn for its own sake, but more is needed in the real classroom if pupils' achievements are to be raised. The HMI survey highlighted the importance of having high expectations of pupils and gearing rewards and punishments accordingly. Without consistent research, the swing of fashion and the hold of dogma can wreak a lot of damage.

To revert to my stepdaughter's experiences, the amount of time she spends in her current school on English and maths is different from that in her previous school. The DES may be taking a more active role in the curriculum, but the head is still pretty autonomous, so that the educational diet can vary enormously. It is something that the the Commons Select Committee on Education ought to take on board when it tries to relate educational achievement to expenditure. The committee has now dragged the HMIs into an interminable and pointless political debate about the educational effects of the cuts. This is not the sort of research we really need. What is essential is more evaluation of what happens in the classroom and the spreading of good practice which enhances a person's ability to learn.

LETTERS TO THE EDITOR

Criteria for membership of SSRC committees

Sir, – Professor Stacey's letter (*THES*, August 6) was in no way a surprise. Indeed, I seem to have read a good deal of it several times before. May I, however, take the opportunity to make the following points?

(i) Contrary to what Professor Stacey states, I did *not* argue for having "methodologists" – even "excellent" ones – on SSRC committees. What I urged was that the leading criterion for membership of such committees should be internationally recognized ability and achievement in research. In turn, then, Professor Stacey is also mistaken in imputing to me the suggestion that women do not merit equal representation with men because of their lack of mathematical and statistical skills.

It is, incidentally, worth adding here that the attempt to label those sociologists who do use quantitative techniques as "methodologists" – who may then be supposed to have a less sure grasp of the central substantive issues of the discipline than those who have managed to remain innocent of these techniques – is another of the defensive ploys, common in present-day British sociology, to which I previously referred.

A yet further one, also evident in Professor Stacey's letter, is to conjure up something called "qualitative analysis" in sociology which can stand as an *alternative to* quantitative work. In this way, the fact that any worthwhile sociological analysis must in the end involve the treatment of *both* qualitative and quantitative issues is obscured, and in turn neglect of the techniques available for dealing with the latter can be legitimated.

(ii) Professor Stacey now makes it clear that by "equitable" representation of women on committees she does in fact mean "equal". It would have helped matters if she had said so plainly in the first place. However, what one must now ask is where the logic of her argument leads: presumably, to demands for the similarly "equitable" representation of blacks as against whites, junior staff against senior, polys against universities, regions against metropolis, left against right etc.

If one accepts the appallingly crude sociology of knowledge that Professor Stacey deploys in her letter (and elsewhere), in which research and its evaluation can scarcely be prised apart from social interests and ideologies, whether "oppressive" or "visionary", then demands of this kind would indeed seem essential – even though they would further accelerate a process already under way, which a colleague recently well described as "the degeneration of British sociology into a collection of lobbies". For my own part, consideration of Professor Stacey's case confirms me in the view that research standards will only be improved, or indeed preserved, if the principle of selection earlier stated is upheld, and that so far as other attributes of committee members are concerned, the chips should be allowed to fall as they may.

(iii) Professor Stacey is quite correct in claiming that I do not understand how my own choice of research topic makes women invisible in sociology and thus directly contributes to their continuing oppression.

If I am ever to appreciate this remarkable insight, I am afraid that I will need to be provided with reasoned and informed arguments, rather than the merely offensive assertions which Professor Stacey is in the habit of making. On the present occasion, my difficulties are particularly great since, in order to write this letter, I have broken off work on a paper on the subject of women and social class which is based on data that were collected in the course of the Nuffield research programme.

Yours faithfully,
JOHN H.GOLDTHORPE,
Nuffield College, Oxford.

Sir, – I am delighted that my hastily contrived and deliberately provocative piece (*THES*, July 16) has struck a responsive chord in at least two places (letters by John Goldthorpe, July 23 and Martin Hammersley, August 13). Might I say, however, in reply to the latter that I in no way wished to convey the impression that I believe quantitative research to be superior or more scientific than qualitative research.

I find myself in absolute agreement with Martin Hammersley when he says that the divide between the two has been overplayed and institutionalized within the discipline of sociology to its detriment.

Quantitative methods must, as John Goldthorpe notes, have an important role to play in the development of sociology and it is lamentable that certain schools of thought have emerged which appear to legitimize in the eyes of their adherents a complete disdain for those methods. Whatever one might feel about Positivism and the development of, say, the generalized linear model (and I am not a card-carrying Positivist) it is difficult to evade the conclusion that the most significant studies in sociology conducted in the last 20 years or so owe an awful lot to them. The intellectual development of qualitative methods (which may, or may not, be cast within a Positivist epistemology) is by comparison dwarfed.

But this is by no means a necessary state of affairs. We should be looking to the development of qualitative methodologies of sufficient rigour and flexibility to capture the complexities of much social phenomena. My contention would be, however, that because of the intrinsic complexities this is only likely to be accomplished within a formal framework. There are signs now that this is recognized even within those schools of thought I alluded to above.

Perhaps in the forthcoming decade we can put behind us the silly disputes of the past and look forward to the establishment of a qualitative methodology which is as intellectually well founded as the general linear model.

Might I say finally that the members of the department of sociology at Surrey have, under the inspired leadership of Professor Asher Tropp, always sought to meld the quantitative and qualitative in their research *and we plan to hold next year a* conference on the formal analysis of qualitative systems.

Yours faithfully,
PETER ABELL,
Head of Department of Sociology,
University of Surrey.

Power for the polys

Sir, – As a former undergraduate student of Leicester Polytechnic, I was disheartened to read in Felicity Jones's article "Directors oppose CNAA model", (*THES*, July 7) that Mr David Bethel, director of that institution, is against a "university type" charter for the mature polytechnics, to empower them to award their own degrees.

I was always under the impression that this was the very objective the polytechnics were trying to achieve.

Such powers would give the polytechnics a much needed increase in status, enabling them to compete more evenly with the universities. The polytechnics should be fighting for the eventual abolition of the binary line as it is they who are on the wrong side of it. Powers to award the proposals for teacher education which the Advisory Committee for the Supply and Training of Teachers submitted in May. Sir Keith rejected ACSET's advice in a number of important respects: he reduced further the number of secondary training places; and significantly further reduced the number of secondary BEd places, thereby shifting the balance of training more heavily in favour of the postgraduate route and university as opposed to the public sector.

Sir Keith and his fellow ministers are known to be keen on strengthening subject expertise and believe this can only be done by increasing the supply of university graduates who train as teacher education agree that the PGCE is an inadequate period of preparation and despite the good work in many postgraduate courses the time available is too short to achieve a firm professional expertise. Moreover Sir Keith's emphasis on subject expertise, flies in the face of the increasing demands of the schools for secondary teachers with a professional training who can cope with the demands of the new 17-plus exam, those elements of the Youth Training Scheme which may be located in schools, and the increasing number of under-achieving 16-year-olds who stay on in education because there are no jobs for them.

Inevitably the focus of attention has been on those colleges which will lose their teacher education. However the proposals will also have a significant impact on the remaining colleges in the public sector. The majority will find their training numbers reduced still further. Seventeen colleges will lose their secondary BEd programmes. These proposals if implemented will come as a heavy additional burden at a time when economic retrenchment is already making life difficult.

Perhaps the worst of all is the long-term impact of these proposals on the capacity of the training system to meet the needs of the schools. In its advice to the Secretary of State, ASCET warned Sir Keith that if secondary training places were reduced below the level which they proposed, then the base for any future expansion of secondary training would be severely damaged and impede the capacity of the system to respond to the known demand for more secondary teachers from 1990 onwards. As a result of the reduction in primary training places in the late 1970s the system, despite a major expansion in primary training, is now unable to produce enough primary teachers. Sir Keith and the DES know this is the case. It is surely an indictment of the Government's policies that it is prepared to repeat its mistakes and to ensure, by its present short-term policy of retrenchment, that the system of teacher training will not be able to respond to the future needs of the schools.

Jean Bocock

The author is assistant secretary for higher education of Natfhe.

Textile technology

Sir, – In your issue of July 23, you report a speech by Mr Christopher Ball in which he refers to "the 'vocational paradox' where students were trained in an applied subject which took them down a cul-de-sac because relevant employment prospects were poor. A case in point were courses in textile technology".

The statement can be criticized in two ways. Firstly a good course in technology, with a combination of science, engineering, economics, management, and design is an excellent general education, much more suited to the needs of any industry and many professions, than non-vocational courses where there is no possibility at all of directly relevant employment.

Secondly, even if the general thesis has any validity, the specific example certainly has none. Graduates in textile technology have never had difficulties in securing employment; the demand in service and user industries and in new technology as well as in the traditional manufacturing sector, is much greater than can be met by the limited number of students on courses.

Indeed, if the supply is not increased, there will be a major crisis in the 1980s as large numbers retire. One hopes that the National Advisory Board will seek advice from those concerned with these problems in industry, before they put important national assets in technological education at risk, and in turn put a major industry at risk.

Yours faithfully,
J. W. S. Hearle,
Chairman of professional and educational affairs committee,
Textile Institute,
Manchester.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Travelling days

Sir, – The Council of Local Education Authorities is requesting information of a certain nature regarding term times which does not include travelling days and implies that half-term breaks in which the college closes down "completely" might be excluded from maintenance provision in future.

Many students living in rented accommodation in the private sector do not "disappear" if their college closes down for a few days or a week, neither do their rental contracts, standing charges for utilities etc. Likewise, the students do not materialize like magic at 9.00 am on the first Monday of term and dematerialize, along with all their belongings, on the last Friday.

The moving process is often quite arduous and students have to ent on those travelling days as well as any other. They do not receive unemployment or supplementary benefit for those days, which really *must* continue to be regarded as part of their course for maintenance grant purposes.

Students at polytechnics who receive a lower grant level for "extra" weeks tuition compared with their university colleagues should not be further discriminated against, surely?

Yours sincerely,
D. A. DAWSON,
President,
Sunderland Polytechnic
Students Union.

Public sector massacre

Sir, – Kay Davies's letter of August 13 on teacher education cuts is to be welcomed and supported but is perhaps, dare we say it, less than just to DES. Our calculations from *Teacher Training College Letter* for April 1982 indicate that, between 1981 and 1985 the universities will gain 50 BEd places and lose 750 PGCE places. The public sector on the other hand will gain 900 BEd places and lose 1700 PGCE places. This gives total losses of 700 to the universities and 800 to the public sector which favours the universities on entry targets but the public sector on overall student places.

On the above, therefore, it may be necessary to accuse the DES of evenhandedness. Is such evenhandedness is the order of the day, will it still apply in a few years' time when there is need once again for secondary expansion?

One result of this apparent but misconceived evenhandedness is that the secondary BEd has been virtually destroyed except for a few "non-academic" subjects.

The DES proposals consist of further cuts, the swing from secondary to primary and the closure of a number of teacher training units, largely on the grounds of numerical weakness. Many of them are, however, significantly bigger than the bulk of university departments of education. One wonders, therefore, whether evenhandedness will be taken to its logical conclusion.

Yours faithfully,
ALISON GRADY,
KEN GARDNER,
Polytechnics' Council for the Education of Teachers,
Brighton Polytechnic.

Misleading title

Sir, – Mr Makin's historical judgments which he says (*THES* letters, July 30) contradict the main argument of my article of the previous week can of course themselves all be contested. This is not the place to contest them. I am however grateful to him for allowing me to correct what may, as in his case, have been a misleading impression. The title of my article Les Etrangers was yours, Sir, not mine. My original title was "The Privilege of the Other, or, The Function of Hypocrisy in Social Life".

KRISHAN KUMAR,
Keynes College, University of Kent.

Meadow Brown

Sir, – As the biologists concerned we would appreciate the opportunity to add to the information given in your article on spots on the wings of the Meadow Brown butterfly (*THES*, June 25). First, our investigation would not be possible but for the results obtained by Professor E. B. Ford, Professor W. H. Dowdeswell and co-workers from over 30 years of field studies on this butterfly. They have shown that the wing spotting characteristics of populations change in some years abruptly, at some location along the south west peninsula of England. This followed their original discovery that the number of spots is variable; a character which is controlled by many genes. This type of character is widespread. They have not been as intensively studied in natural populations as standard polymorphic ones, typified by melnic and non-melanic moths, which are controlled by major genes. Polygenic characters are of particular significance in evolution since they provide one of the bases for smooth adaptive change in response to the environment.

We are using laboratory breeding experiments and artificial populations to investigate the causes of, and the genetic basis of this phenomenon for which several theories have been proposed. It is expected that this work will add to our understanding of the processes by which populations can diverge in the early stages of the evolution of new species. This is currently an area of intense interest in biology.

Yours faithfully,
DR PAUL M. BRAKEFIELD,
DR MARK R. MACNAIR,
University of Exeter.

Fingertip facts

Sir, – You quote Professor Miller from Sheffield as claiming that, in his need for supervision "an engineering research student should be seen as equivalent to three or four working in other subjects". I discussed this with my wife; we think it's because of the risk of having his fingers cut off.

Yours faithfully,
ROBIN MILNER,
Department of Computer Science,
University of Edinburgh.

Union view

Ignoring the needs of schools

With that happy knack of timing for which the Department of Education and Science is renowned, in the week beginning August 9 it issued proposals for a further reorganization of teacher education which would mean 16 public sector institutions ceasing to train teachers. Colleges and their providing bodies have been given until mid September to respond and it is not surprising if staff are cynical about the consultative exercise.

The detailed proposals, as they affect institutions, arise from the response by the Secretary of State to the proposals for teacher education which the Advisory Committee for the Supply and Training of Teachers submitted in May. Sir Keith rejected ACSET's advice in a number of important respects: he reduced further the number of secondary training places; and significantly further reduced the number of secondary BEd places, thereby shifting the balance of training more heavily in favour of the postgraduate route and university as opposed to the public sector.

Sir Keith and his fellow ministers are known to be keen on strengthening subject expertise and believe this can only be done by increasing the supply of university graduates who train as teacher education agree that the PGCE is an inadequate period of preparation and despite the good work in many postgraduate courses the time available is too short to achieve a firm professional expertise. Moreover Sir Keith's emphasis on subject expertise, flies in the face of the increasing demands of the schools for secondary teachers with a

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